Computer Systems Technology

U.S. DEPARTMENT OF COMMERCE
Technology Administration
National Institute of Standards and Technology

NIST

A User Study: Informational Needs of Remote National Archives and Records Administration Customers

Judi Moline
Steve Otto

Dear Sir   Washington. U.S. of America. July 4. 1803.

In the journey which you are about to undertake for the discovery of the cours and source of the Missisipi. and of the most convenient water communication fro thence to the Pacific ocean, your party being small, it is to be expected that you will encounter considerable dangers from the Indian inhabitants. should you escape those dangers. and reach the Pacific ocean, you may find it imprudent to hazard a return the same way, and be forced to seek a passage round by see in such vessels as you may find on the Western coast. but you will be without money, without clothes. & other necessaries; as a sufficient supply cannot be carri with you from hence. your resource in that case can only be in the credit of the U.S. for which purpose I hereby authorise you to draw on the Secretari of State. of the Treasury. of War & of the Navy of the U.S.. according as you may f your draughts will be most negociable. for the purpose of obtaining money or necessaries for yourself & your men: and I solemnly pledge the faith of the United States that these draughts shall be paid punctually at the date they are made payable. I also ask if the Consuls. agents. merchants & citizens of any nation with which we have intercourse or amity to furnish you with those sup. -plies which your necessities may call for, assuring them of honorable and prompt retribution. and our own Consuls in foreign parts where you may happen to be, are hereby instructed & required to be aiding & assisting to you in whatsoever may l necessary for procuring your return back to the United States. And to give mor entire satisfaction & confidence to those who may be disposed to aid you, I Thoma Jefferson. President of the United States of America, have written this letter of general credit for you with my own hand, and signed it with my name.

Th: Jefferson

To
Capt. Meriwether Lewis.

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Reports on Computer Systems Technology

The National Institute of Standards and Technology (NIST) has a unique responsibility for computer systems technology within the Federal government. NIST's Computer Systems Laboratory (CSL) develops standards and guidelines, provides technical assistance, and conducts research for computers and related telecommunications systems to achieve more effective utilization of Federal information technology resources. CSL's responsibilities include development of technical, management, physical, and administrative standards and guidelines for the cost-effective security and privacy of sensitive unclassified information processed in Federal computers. CSL assists agencies in developing security plans and in improving computer security awareness training. This Special Publication 500 series reports CSL research and guidelines to Federal agencies as well as to organizations in industry, government, and academia.

EXECUTIVE SUMMARY

The Electronic Access Project of the National Archives and Records Administration had three main tasks. They were to design a methodology for exploring the informational needs of remote customers, to survey the targeted population, and to develop a blueprint for NARA's long-term information delivery systems that would enable NARA to meet their customers' needs. This report covers the first two tasks. It summarizes the survey methodology developed to investigate the informational and records needs of citizens who lack direct access to NARA's facilities, reports the findings of the study conducted using the developed methodology, and presents recommendations for future actions.

Findings

The methodology developed for this study provided for the inclusion of a wide spectrum of users and potential users of NARA records and information. Data for the study were collected from 6 individual interviews, meetings with 10 groups that focused on professional areas or avocations (141 attendees), meetings with 18 small groups based on geographical areas (122 attendees), electronic input (8 people), and a formal questionnaire (244 respondents). Categories of customers and potential customers surveyed for the study included veterans, genealogists and others concerned with local history, post-secondary educators, K-12 educators, government officials, law, business, and other professionals, information service providers, agriculturalists, environmentalists, and others in the general population.

While different categories of customers had different needs and expectations (documented in the Appendices with the primary ones identified in the report), certain generalizations about the findings can be made. People are eager for electronic access to information and records. People want to access government information. Specifically, people want to know what information the National Archives has and they want to access that information. They want to access that information by searching by subjects and events, personal names and titles, and place names and geographical areas. Once they find the information that they want, the users want to download that information electronically, or at least be able to order it electronically. If they cannot receive it electronically, they want to receive it by first class mail. The general expectation is that turn around for receiving an order would be a few days to 10 days (allowing a week for first class mail to reach remote regions). However, in spite of the willingness to wait, the idea expressed was, "if the material is in electronic form, then we expect it immediately."

The public library was the place most frequently cited as convenient for electronic access although substantial numbers also cited the office, home, and school. With on-line access, the place is not crucial from the point of view of the National Archives except for making sure that the public has equitable access.

Recommendations

Based on the survey findings, NARA must provide electronic resources in order to maximize the opportunity for citizens and organizations to locate and receive needed information. The participants in the study expressed a strong interest in knowing what is available and requested that NARA produce an inventory of their holdings nationwide. To meet the users' and potential users' requirements, an inventory of all the holdings of NARA would have to be available electronically. Further, a good portion of the materials would need to be on-line to support the users' requests. Toward that goal we recommend a phased approach that first meets the informational needs of users that are not currently being met. Information providers, local and family historians, government employees, business and law professionals, and veterans are working with the present system and, at least to some degree, are getting their needs met. K-12, agriculturalists, environmentalists, and perhaps post secondary educators, are potential new users. Materials that meet the needs of these groups should be identified and made available electronically first.

One of the major concerns expressed in public meetings was the need for a simple user interface. Users with specific informational needs want to get on the computer, key in or select their search terms, get what they are looking for, capture that information, and get off the system. This is in the interest of economy of time and money. There will also be users who do not have a clear idea of their informational need for whom browsing must be available. Again the requirement is for a simple user interface.

Preface

This report brings together the data collected using a variety of methods. The basic questions answered are what remote users of the National Archives and Records Administration (NARA) want in the way of information and materials and how they want to receive it. The project started the first of April 1994, the participants were identified in May, and the first public meetings for data collection were held in June. A second group of public meetings was held in July and then in August, we travelled extensively in Nebraska meeting with people in remote regions of the State. Also, by late August the formal questionnaire was mailed to 414 participants in the study.

We have nothing but admiration for the people of Nebraska. They have treated this project with respect and enthusiasm and have given freely of their time. The Nebraska Advisory Committee members fit us into their busy schedules on short notice. The participants also did their best to attend the public meeting that best fit their interest group even when the time and site were not convenient. Further, the participants in the remote areas were extremely flexible. Once we had an itinerary worked out, the individuals along the route were very accommodating and fit us into their schedules whether early in the morning, at lunch time, late in the afternoon, at dinner time, or on Saturday.

The Nebraska Advisory Committee was crucial to the success of this study. The members of this committee helped us identify potential participants and also provided suggestions for the methodology. Our sincere thanks go to Jerry Deichert, Jane Hood, George R. Garrison, Christopher Hoy, Michael Jon Jensen, Howard Lowe, Andrea Paul, Lee Rockwell, and Rod Wagner.[1]

Besides Steve Otto, I would also like to acknowledge the help of the other members of the National Institute of Standards and Technology (NIST) team. Gerry Finnegan was our contact in Nebraska. He was there when we could not be. Gerry interfaced with participants for us in order to set up meetings, answered questions, and dealt with the multitude of details which are more efficiently resolved in person. Barbara Howden, along with Gerry, Steve, and I, formed the NIST team for the June meetings in Nebraska. Barbara helped with meeting and greeting the participants and with documenting the sessions. She also extracted data from video tapes of July sessions and

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[1] The affiliations of the Nebraska Advisory Committee are as follows: Jerry Deichert (Senior Research Associate, Center for Public Affairs Research, University of Nebraska at Omaha), Jane Hood (Executive Director, Nebraska Humanities Council), George R. Garrison (Chairperson, Black Studies Office, University of Nebraska at Omaha), Christopher Hoy (Director of Special Projects, Nebraska Department of Economic Development), Michael Jon Jensen (The University of Nebraska Press), Howard Lowe (General Manager, University Radio and Television, University of Nebraska at Omaha), Andrea Paul (State Archivist), Lee Rockwell (Assistant General Manager, Educational Telecommunications), and Rod Wagner (Director, Nebraska Library Commission).

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Introduction

[The following introduction has been excerpted from the NARA statement of work dated Spring 1994.]

The National Archives and Records Administration (NARA) possesses a vast wealth of information and records holdings from the Federal Government that documents the history of the American people. One of its primary roles is to make this information available to the public; however, at present, most of these holdings are not easily accessible to citizens and organizations unless they have direct access to NARA's facilities.

NARA is currently conducting a number of customer surveys. The purpose of this particular study is to conduct a survey to investigate the informational and records needs of citizens who lack direct access to NARA's facilities and to determine how to best meet those needs. For this study, the information needs of remote users and potential users in Nebraska will be surveyed. The kinds of information that are of concern to this study are:

A.   The kinds of records or information that citizens and organizations requiring remote access need from NARA. This should include the need for information about NARA's holdings, information from the records and other documentary materials in NARA, and information held by NARA about other Federal records.

B.   Where and when citizens and organizations need this information. For example, do citizens need information delivered to their homes, schools, businesses, and/or citizen centers? Do citizens' needs for information or records decrease if delivery is not made within a specified time period?

C.   How citizens and organizations search for and locate desired information. What access points (such as geographic or date) and information retrieval and navigation techniques would NARA customers likely use in a search of the records and information holdings of the component units of NARA? Such information would be valuable for determining ways to organize NARA information in order to maximize the likelihood that citizens can locate needed information and records.

D.   In what formats customers need this information, and how they would like it delivered to them. For example, would the informational needs of the greatest number of customers be met by a system that provided an overview or index of NARA holdings, direct on-line access to a specific set of records, or a combination of both approaches?

Background

The United States Government has an obligation to provide information about its activities to the American public. It is the widespread availability and use of such information that preserves democracy and helps to shape the national culture. As the protector of the records for the

Congress, the courts, the presidency, and the executive branch, NARA has a crucial and unique place in this democratic society to guarantee the accountability of the Government to the American people and to protect individual rights and liberties.

NARA serves both as a public service gateway between citizens and the records and archives of their Government, and as a central management agency that helps formulate national information policy and assists Government organizations in the creation and maintenance of their records. As an archival and cultural institution, NARA accessions and makes available to the public Federal and Presidential records and related documentary materials of permanent value that document the origins and evolution of the United States Government and the history of the American people. As a central management agency, NARA establishes regulatory policies and procedures for records and information management, provides assistance to Federal agencies in managing their records, schedules agency records for eventual destruction or transfer to the National Archives, and stores non-current Federal records in Federal Records Centers. NARA also publishes the laws, Presidential documents, regulations, and other official notices of the Federal Government. As a result of these varied roles, NARA possesses a wealth of information and record holdings about and from the Government and its activities beyond that contained in the records already accessioned into the National Archives.

NARA's constituents include the Federal Government; a history-minded public; the media; the records and archival communities; a broad range of professional associations and individuals interested in history, political science, the law, genealogy, and library, records, and information services; and, in many cases, citizens seeking to establish and/or protect their legal rights and interests.

NARA has an obligation to give citizens the Federal information they want in the most accessible manner possible so that citizens can protect their individual legal rights, monitor their Government, and make informed decisions about national priorities. NARA also gives citizens the opportunity to learn about themselves, their heritage, and their Government. Whether a Vietnam veteran wants confirmation of exposure to defoliants in order to apply for veteran's benefits, a genealogist wants a copy of his great-great-great grandfather's bounty land warrant, or a dry cleaner wants to know if the Environmental Protection Agency has issued a new rule on clean air standards, NARA maintains the information and records they need. NARA is at the heart of the Federal government's information infrastructure.

NARA Information and Holdings

NARA is singular among the world's archives as a unified Federal institution that accessions and preserves materials from all three branches of Government. NARA stores and makes available permanent Federal records, Presidential records, and related documentary materials through a national network of 15 archival repositories and ten presidential libraries located in 15 states and the District of Columbia. NARA also administers special groups of records, including the John F. Kennedy Assassination collection, the Captured German Records collection, and the Richard M. Nixon Presidential Papers. Additionally, NARA maintains descriptions of records held in six affiliated archives, which hold collections of records for which NARA has legal custody (e.g., the Military Academy archives at West Point). NARA also operates a nationwide system of fourteen

Federal Records Centers located in twelve states. The records centers house and provide access to noncurrent Federal records for agencies, including both military and civilian personnel records. NARA also maintains inventories of records created or held by Federal agencies.

The size and breadth of NARA's holdings are staggering. More than two million cubic feet of permanent Federal records were held by NARA at the start of FY 1992. The presidential libraries held over 167 million pages of additional permanent records, and over 17 million cubic feet of noncurrent Federal records were housed in the Federal Record Centers. Together, NARA's facilities hold close to 20 million cubic feet of original textual material documenting the activities of the Federal Government. In addition, NARA has extensive multimedia collections, including:

* 9 million aerial photographs,

* 7 million still pictures,

* more than 4 million maps, charts, and architectural and engineering plans,

* more than 310,000 motion picture, sound and video recordings,

* almost 300,000 microforms, and

* nearly 6,000 computer data sets.

More than 300,000 research visits were made to NARA archival facilities in FY 1992 and staff responded to an additional 700,000 oral and written requests for records and information. Federal records center staff respond annually to more than three million requests for records and information. It is likely that NARA's holdings would be used by even more people if physical location were not an obstacle and if people were more aware of the wealth of records and information available through NARA.

The physical location of records might not be of great importance if the indices, finding aids, and other available information about the records made it possible for the public, even from a distance, to locate specific records of interest and order copies. Unfortunately, customers find it difficult to locate the wealth of records and information available throughout NARA because of the variety of indices and finding aids created by NARA's organizational units. There are few automated information systems in use in NARA, and those that exist are fragmented and uncoordinated. Often customers who wish to use NARA records or information must visit a NARA repository or rely upon NARA staff to locate needed information.

Challenge

Citizens and Federal agencies are placing ever-greater demands on NARA for information from Federal records and related holdings. NARA's organizational units manage vast information and records holdings that would be of use to many citizens and organizations if they were aware of their existence. It is at present unclear, however, what record and information holdings are most needed by the public and Federal agencies; how users could locate the desired information; how, where, and when that information should be delivered; and how much it would cost to make the

needed information available in the desired form.

Scope of Survey

For this study, NARA limited the survey geographically and selected the state of Nebraska as the focus. Nebraska has both urban and rural populations, a strong university system, and a citizenry with a relatively high literacy rate. The state also has a long-standing commitment to an expanding information infrastructure, and it has active organizations that can help to identify the users and potential users that should be included. Nebraska is currently not served by a NARA facility, and its size makes a state-wide survey feasible.

The survey will be limited to identified populations rather than to a broad random survey of citizens. This will enable NARA to focus in-depth on the information needs of various groups of citizens in selected communities. The survey population will include representatives of educational, academic, and research institutions; primary and secondary schools; genealogy, local and general history, and humanities-oriented groups (including the state's Humanities Council); information service providers (including libraries, other nonprofit and for profit providers); state and local government officials; archivists and records managers; the state Bar Association; other occupational groups; and the general public. A committee of advisors composed of representatives from interested groups in Nebraska will be established by NARA to assist in the identification of the survey population.

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NARA Staff
Spring 1994

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The User Study: Informational Needs of Remote NARA Customers

The following report on the user study is divided into three main sections: Survey Methodology, Survey Findings, and Recommendations. These sections are followed by extensive Appendices.

In order to determine what the potential remote users of the National Archives might need in the way of records and information, a survey methodology needed to be developed. The following guidance was provided by NARA:

1- The population of the survey would be a wide cross section of individuals living in Nebraska. The specific groups would be veterans, genealogists and others concerned with local history, post-secondary educators, K-12 educators, government officials, law, business, and other professionals, information service providers, agriculturalists, environmentalists, and others in the general population. Nebraska was chosen because of its diverse rural/remote regions, its highly educated population, and its electronic infrastructure.

2- Delivery of the reports on schedule was imperative. Therefore, the planning and preparation time was extremely limited. Although a procedure was developed, there needed to be flexibility in its execution to take advantage of opportunities as they arose.

3- There was to be extensive interaction with the contracting agency, NARA, as the project proceeded. Ultimately this is an advantage for any project but it does add to the time necessary for each decision.

Survey Methodology

This section presents the research questions, the procedures (data types, coding, and sources), the methodological assumptions, the validity of the study, and its limitations.

The Questions

(a)   What kind of records or information about or from NARA holdings do citizens and organizations requiring remote access need? How do these needs differ among the identified groups of users and potential users?

(b)   How are the records and informational needs of different customer groups classified as to relative importance, speed, or frequency of request?

(c)   Where and when do citizens and organizations need required information delivered to them?

(d)   How would citizens not physically visiting a NARA facility approach a search for information about or from NARA holdings? What access points (geographic, date, personal names, subject, etc.) would be used by citizens in searching for information from NARA? How would they navigate NARA's information and records holdings in an on-line system?

The Procedures

In order to collect data on what the targeted groups of users and potential users of the National Archives need, a variety of approaches and settings was used to obtain the needed breadth. The approaches included interview, group sessions, informal feedback, and a questionnaire. The settings included libraries, historical societies, schools, businesses, administrative offices, and other places with which the participants were familiar.

Table 1. Summary of Data Gathering Techniques

DATA SOURCE	Number of Contacts	Data Collection Methods
Individual Interviews, remote users	6 Sessions, 6 People	notes handouts

Small Groups
    By profession/avocation
    By geographical area, remote
	10 Sessions, 141 People
	18 Sessions, 122 People
		flip charts
		notes
		video tapes
		audio tapes

Individuals	8 respondents	E-mail
Individuals	244 respondents	questionnaire

Data Types

The situations in which data were gathered provided a variety of collection methodologies. Because we were seeking information on specific questions, we were able to focus the discussions on those specific questions. Although the questions provided a framework for the sessions, data were noted as they came up rather than forcing a strict adherence to the agenda. As noted in the table, data types included notes, handouts (from those interviewed), flip charts, video tapes, audio tapes, E-mail, and questionnaires. Samples of the raw data collected are found in the Appendices E, F, G, H, I, J.

Coding

As data were collected at meetings, they were listed on flip charts. The data were organized as responses to the survey questions. In addition, there was a flip chart for other issues and questions. In the case of notes, transcripts, and E-mail, the data were coded with the question

number and then reduced to lists of items under each question. As for the questionnaire, data entry was done by keying responses into a statistical package (SPSS/PC+). The contractor (The University of Maryland's Survey Research Center) did the data entry and provided the frequencies. The data were collated into tables as frequencies for the total population and as frequencies for each of the ten subgroups by us. The ten subgroups were veterans, local and family historians, post secondary education, K-12, government employees, business/law/other professionals, information providers, agriculturalists, environmentalists, and other.

Data Sources

In order to cover the needs of the diverse population of the state of Nebraska, it was necessary to have a variety of situations at which to collect data. People were interviewed in their normal work environment, groups of individuals with similar interests were gathered at meeting facilities familiar to them, groups of individuals of diverse interests were gathered at a place near where they live (remote areas of the State), individuals were invited to provide input via E-mail, and individuals were invited to participate via questionnaire.

Identifying the Participants: Obtaining a list of diverse individuals to represent the various categories of potential users in Nebraska was achieved in the following manner. Nine leaders were invited to serve on our Nebraska Advisory Board by Senator Robert Kerrey. These individuals were notified of their selection by his staff and then we (NIST researchers) phoned and set up a meeting with each individual a short time later. At these meetings, the two principal investigators from NIST solicited names of potential participants from the spheres of contacts of each of the Committee members. These names became the basis of the major mailing list. The Nebraska Advisory Committee met as a group to review the list and to offer other suggestions to facilitate the data collection for the Electronic Access Project.

Additional names were culled from the list of participants at the Challenge Nebraska Conference of May 1994. This list was an appropriate source of people interested in electronic networking. Once the list of names was compiled, addresses were added, and the individuals were labeled as belonging to one of the ten groups listed in the section on "Coding" above. Later as group meetings took place in Lincoln and Omaha, additional names were added at the recommendation of other participants.

Collecting the Data: Data were collected in a variety of ways. Data were collected from facilitated meetings after presentations by NARA archivists; data were collected from individuals at small group sessions around the State; data were collected from E-mail responses to our questions; and data were collected from a formal questionnaire.

Facilitated Meetings: Over the course of 2 months, there were 12 facilitated meetings. (See Appendix G for the report on these meetings.) Participation was solicited for these meetings through a mailing to our entire list. The mailing contained letters of invitation and a schedule of the meeting topics, times, and places. (See Appendix A: Package of Materials Inviting Attendance at Public Meetings.) A voice mailbox was established in Lincoln, Nebraska, and individuals were given that as a local contact for questions or sign-ups. The calls were responded to by our contact in Lincoln.

Table 2. List of Facilitated Meetings in Nebraska

GROUP	PLACE	ATTENDEES
Veterans	Lincoln	25
Family and Local History	Lincoln Omaha	18 13
Post Secondary Education	Lincoln Omaha	16 4
K - 12	Lincoln Omaha	21 16
Government Officials	Lincoln	12
Business/Economics/Law	Omaha	7
Information Service Providers	Lincoln	9
General Remote Public but mainly Family & Local History	Kearney Scottsbluff	31 16

The structure of these facilitated meetings was as follows. The participants were welcomed and thanked for their interest as evidenced by their attendance. The purpose of the meeting was explained and the outline of the session was given in terms of time blocks. (See Appendix B for the agenda distributed at these sessions.) The staffs of NARA and NIST were then introduced. The NARA archivists then presented a short introduction in the form of a slide show. This was followed by presentations on the NARA holdings. These presentations were tailored to the various interest groups. After a break, the participants reassembled for an informal brain-storming session. (Whenever the venue allowed, the chairs were rearranged into a circle for this portion of the session.) The discussions were structured in the sense that the facilitator moved from discussion area to discussion area as indicated on the agenda. However, there was no rigid adherence to this. The goal of this portion of the session was for the attendees to provide input on their needs and requirements to the NIST staff. Comments were noted on flip charts. The last part of the session was then devoted to responding to questions about the Archives that the previous discussion had brought up. The attendees were again thanked for participating and invited to leave their names and addresses if they were willing to participate further in the project.

A professional facilitator was used for the six public meetings held the first week. Using a trained facilitator provided the following benefits: it kept the management of the meeting to a neutral party (controlling group, imposing time limits, etc.) and it allowed the NARA and NIST personnel to concentrate on their specific tasks: providing information about NARA and collecting data from the attendees. At the suggestion of the facilitator at the wrap-up session in June, the NARA and NIST staff decided that there would be no need for an outside facilitator in July with the exception of the veterans' meeting in Lincoln. For the other July meetings, the NIST staff facilitated the discussion component of the meetings.

Individuals in Remote Regions of the State: In August the two principal investigators spent ten days traveling 1955 miles around the State to meet with individuals with diverse interests. The

individuals for these meetings were chosen from our mailing list based on their geographic proximity to our sites for visit and based on their interests. We were particularly interested in reaching groups that had not been represented in the meetings in Lincoln and Omaha. Specifically we targeted agriculture, environment, nonprofit organizations, and Native Americans. In several cases, those specifically targeted were on vacation at the time of our visit.

Table 3. Attendees at Scheduled Meetings Held Around the State of Nebraska

City	Attendees	Groups Represented
Alliance	6	Museum Curator, County Development Representative, Teachers, Librarians
Bancroft	1	Museum Curator
Broken Bow	2	School Official, School Board Member
Chadron	2	Professor, Technologist
Chadron, Fur Museum	2	Museum Director, Researcher
Grand Island	10	School Officials, Teacher, Professor, Curator, Genealogists
Hastings	4	Disabled American Veterans Representative, Economic Development Committee Member, Librarians
Kearney	3	Non-profit Organization Director of Grants, University Library Director, Genealogist
Lincoln	3	Non-Profit Organization Director, CD-ROM Project Director, Teacher
Norfolk	5	Business Owner, Media Specialist, Teachers, Genealogist
North Platte	4	Hydrogeologist, Newspaper Personnel, Teleconferencing Staff
Ogallala	1	Agricultural Association Representative
O'Neill	2	Historical Society Representative, Contract Genealogist
Santee	4	Tribal Representative, Community Service Organization Representatives, Network Engineer
Scottsbluff	5	Middle School Student, Teacher, Public Librarians
Sidney	3	Technology Staffer, Teachers
Valentine	3	Historical Society Representative, Librarian, Teacher
Wayne	10	Network Specialist, Librarians, Professors
Winnebago	4	Tribal Representative, Community College Administrators, Professor
York	3	Librarian, Media Specialist, Teacher

In addition there were other individuals contacted at remote sites. The contact of each visit is given in Table 4. In general these visits were done early as practice sessions although Red Cloud was done later and provided a unique set of user requirements. These visits are separate because they were not scheduled in advance.

Table 4. Other Visits to Remote Sites in Nebraska

City	Groups Represented
Auburn	Auburn Historical Society
Beatrice	Public Library (contains State Genealogy Society collection)
Nebraska City	Morton James Public Library
Red Cloud	Willa Cather Foundation

Questionnaire: The questionnaire was developed based on input from the NARA Staff and experiences with the contacts in Nebraska, as well as the goals of the research project as understood by the NIST investigators. The questionnaire and associated methodology also had to meet with expectations of a committee at the Office of Management and Budget (OMB). Finally, the questionnaire was reviewed by the Committee at the Survey Research Center for validity and for clarity.

The questionnaire contains 15 questions. (See Appendix D.) Each questionnaire was coded to identify the user as a member of one of the target groups. The first question asks where users want materials, the second how, the third what kinds of information, the fourth what records, the fifth the media of the records wanted, the sixth determines information providers, the seventh the purposes for needing information, the eighth the format desired, the ninth the delivery method, and the balance give us information about the user (familiarity with technology in general and electronic access to information specifically, and whether the respondent has been in touch with NARA).

Development of the questionnaire was an iterative process. Some of the changes or concessions due to the short time frame included the following:

1- In order to give participants an understanding of the materials available from the National Archives, the concept of nested checklists was entertained. Extensive work was done towards generating such a set of lists but the time it would have taken to be sure that it was all-inclusive prohibited the development of this research tool.

2- Categorization of respondents could have been made based on answers to a specific group of questions. However, due to the time constraints, this cumbersome but nonintrusive way of assigning categories was not used. Instead, the questionnaires were hand coded with a number between 1 and 10 to indicate a category. A note was included with the questionnaire explaining the number and requesting that the respondent change it if another category seemed more appropriate.

Because of concerns about privacy, the principal investigators planned to have the questionnaires submitted anonymously. However, OMB required that we identify those returning the questionnaires. The purpose of this identification was so that we could contact nonrespondents concerning the status of their questionnaires. Therefore, question 15 asks for the name and affiliation of the respondent. When the questionnaires were returned, the respondent's name was checked off the list and then the identifying part of the questionnaire removed. These completed questionnaires were then sent to the Survey Research Center for data entry.

A limited number of follow-up calls were made to individuals in categories where we had a small pool of participants from which to draw. The response to these call-backs indicated that, for the most part, those willing to respond had done so and that we were putting inappropriate pressure on nonrespondents by calling them back. Some had passed their questionnaire along to the most appropriate person in their organization, some had thrown it away, and some had responded anonymously. Based on this experience, we decided to accept questionnaires as they came in rather than try to follow-up with two call backs.

Data Analysis

The data were coded by interest (user) group (veterans, family and local historians, post secondary educators, K-12 teachers and administrators, government employees, business/economics/law, information service providers, agriculture, environment, and others) and question (kinds of information, where and when, search methods, etc.). They were then analyzed in order to determine guidelines for each user group regarding each question. Tables were generated to show the range of the findings.

Methodological Assumptions

One of the goals of this project was to develop a methodology that could be used to elicit user needs for NARA materials in other settings. It is assumed that by talking with users and potential users, a greater understanding of the potential needs of users will be had. Further, it is assumed that the broader this group of informants is, the better the understanding will be. Also, it is assumed that this understanding will include their terminology and needs uninfluenced by previous interactions that the Archives staff have had with individual informational requests.

A variety of settings and interaction techniques were used in order to understand not only what the users say they need but also how they plan to use the materials or information.

The methodological assumptions are:

> That the sample is varied enough to give data about the informational needs of a wide variety of potential users of the National Archives.

> That the individuals who participated are representative of the groups of users.

> That the data collection was done in an objective manner.

That the multiple sources of information can be trusted to provide a comprehensive perspective on what information and materials the users and potential users want.

Validity of the Study

Several procedures were used to ensure the validity of this study: triangulating methods and data sources, comparing and contrasting evidence, looking for negative evidence, replicating findings, and asking contractors who worked with us to review and comment on data.

Triangulation, or using several methods, helps avoid error linked to a particular method, e.g., loaded questions, untrue responses, etc. The present study combined discussions with large and small groups of participants, interviews, unsolicited written commentaries, and a formal questionnaire. The data were compared and cross-checked for consistency, i.e., triangulation of data sources. Data were gathered at different times and by different means.

Opportunities for comparison of data abound. For example,

Data from parallel sessions were compared.

Data from the questionnaire were compared to that of the discussion sessions by interest group.

Data within an interest group was examined for consistency.

All of the data collected were compared by looking for negative evidence as well as positive evidence. As data were fit into the framework provided by the questions, instances and cases not fitting were analyzed. For the major user groups (genealogy, K-12, and post secondary), there were two facilitated group sessions that provided for analysis of replicated user groups. Finally, the NIST contractors who helped with this project were asked to review the data.

Limitations

The limitations of the study are discussed below.

First, the results of the study might not be generalizable to all current customers or to potential customers in the future. They are based on the needs of the users today, on their understanding of what materials and information is available from NARA, and on their expectations of what is possible. The respondents are influenced by their knowledge of information systems currently available and those futuristic ones widely discussed. Regarding electronic access, the participants are also dependent on their understanding of what is possible or feasible.

Second, the results of the study may be too narrow. Not all potential user groups were reached in adequate numbers to be representative. Further, although the findings are accurate for the participants in Nebraska, there will be unique user groups in other states with unique requirements.

The Findings

This section of the paper discusses the findings from all sources. The data are discussed for the entire sample and then in terms of the ten groups. In the discussions of the findings, data from the questionnaire are most easily shown in tabular form since they are numerical. Data from other sources are discussed and are equally significant.

The Respondents to the Questionnaire

Of 409 questionnaires, 244 were completed and returned. (414 questionnaires were mailed but five participants were eliminated: one due to death, one due to incorrect address, two due to duplication, and one due to hospitalization.) They represented all of the categories of users as shown in Table 5. Some of the groups are very small; the findings for those groups should be considered preliminary but important. Four groups have enough participants to provide valid data: family and local historians, post secondary educators, K-12 educators, and information service providers.

Table 5. Distribution of Respondents to Questionnaires by Categories of Users

Category	Number Mailed	Number Returned	Percent Returned	Percent of Total Returned
Veterans	22	16	72.7	6.6
Family and Local History	82	44	53.7	24.6
Post Secondary Educators	54	31	57.4	12.7
K - 12 (teachers and administrators)	69	46	66.6	18.9
Government Employees	20	13	65	5.3
Economics/Law/Business	26	12	46	4.9
Information Service Providers	66	45	68	18.4
Agriculture	18	13	72	5.3
Environment	9	6	66.6	2.5
Other	43	18	41.9	7.4
TOTAL	409	244	59.7	100

Questions 12 - 14 on the questionnaire sought information about the respondent's previous contact with the National Archives. The data collected from these questions are presented in Appendix K. Further analysis of this data allowed the creation of Table 6.

Table 6. Questionnaire Respondents' Previous Contact with NARA

Contact with National Archives	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G10	all
Previously called or wrote and attended NARA presentation	9	28	10	9	8	4	29	1	0	0	98
No previous contact but attended NARA presentation	4	4	6	19	0	5	1	2	2	2	45
Previously called or wrote but did not attend NARA presentation	2	11	12	8	1	0	10	5	0	8	57
No previous contact and did not attend NARA presentation	1	1	3	10	4	3	5	5	4	8	44
Totals	16	44	31	46	13	12	45	13	6	18	244

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Table 6 shows that the respondents are generally knowledgeable about the National Archives. Most of them have some familiarity with the holdings through attendance at a NARA briefing in June or July 1994 or because of previous contact with the National Archives. Of the 44 or 17.6% of the respondents who said that they had had no previous contact with NARA and did not attend a NARA briefing, 13 had participated in a discussion with the NIST investigators in August and 5 others had phone conversations regarding the August 1994 meetings. Therefore, 26 or 10.7% of the respondents filled in the questionnaires without having had direct contact with NARA or having talked with the NARA electronic access project staff.

The Participants in the Meetings Held in Nebraska

As Table 7 shows, the study was successful in soliciting input from people near the major urban centers of Omaha and Lincoln and from other parts of the state. As discussed in the methodology above, facilitated meetings were held in Lincoln, Omaha, Kearney, and Scottsbluff. In addition a series of informal meetings were held around the State. The information gathered at these meetings is found in the appendices and is integrated into the discussion below. Also, the material received by E-mail is included. In many cases the E-mail was from a participant in one of the meetings.

The veterans, the local and family historians, the government employees, and the information providers were very familiar with at least some aspect of NARA. The post secondary educators, K-12 educators, agriculturalists, environmentalists, and the sub-groups of Native Americans and students seemed less familiar with NARA's resources.

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Table 7. Distribution of Attendees at Meetings by User Categories

PROFESSIONAL AFFILIATION	People Attending Meetings in Omaha or Lincoln	People Attending Meetings NOT in Omaha or Lincoln
Veterans	25	1
Family and Local Historians	29	49
Post Secondary Educators	20	18
K - 12 Educators	41	18
Government Officials	4	0
Business/Economics/Law Professionals	8	5
Information Service Providers	14	21
Agriculturalists	0	1
Environmentalists	0	1

Others:
    Native Americans
    Students
    Non-profit grant coordinators
	0
	0
	0
		8
		4
		2

Totals	141	128

For What Purposes Users Want Information

In the meetings the participants were excited by the possibility of finding out what information and holdings are in the National Archives and being able to access the information and holdings electronically. The participants said they would use NARA holdings for personal research and publication, for studying how decisions were made, for supplementing textbook materials, and, in general, to find information as issues came up.

The major purposes for which the respondents to the questionnaire want information for themselves or their customers are to supplement teaching materials (63.9%), to prepare publications (60.7%), for local and community history (54.5%), to search for grants and funding sources (53.3%), to do school assignments (50.8%), and for genealogical research (48.85). In addition there were small, special needs groups such as veterans, Native Americans, government employees, agriculturalists, and environmentalists who are dependent on NARA information. See Table 8 for how the different groups of respondents see their expected use of information. (Also, Appendix K, Question 7, provides additional details concerning grade levels for the educational uses, types of claims, and media use.)

Table 8. Purposes for Which Users Want Information (Percentages)

Purposes for Info	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
For teaching	31.3	29.5	87.1	97.8	53.8	50.0	77.8	38.5	33.3	61.1
To do assignments	25.0	22.7	71.0	78.3	23.1	33.3	75.6	30.8	33.3	27.8
For publications	37.5	61.4	77.4	43.5	76.9	66.7	68.9	53.8	83.3	55.6
For legal research	31.3	09.1	06.5	17.4	23.1	41.7	15.6	15.4	33.3	22.2
For grants / funding	18.8	27.3	61.3	69.6	61.5	66.7	66.7	38.5	16.7	66.7
For regulatory work	12.5	04.5	16.1	15.2	46.2	66.7	37.8	00.0	33.3	27.8
Business/Invest	00.0	06.8	06.5	15.2	07.7	41.7	37.8	15.4	00.0	05.6
Benefit or claim	87.5	18.2	03.2	04.3	07.7	08.3	13.3	00.0	00.0	05.6
Genealogical work	31.3	95.5	41.9	41.3	07.7	16.7	66.7	30.8	16.7	11.1
Local history	25.0	86.4	35.5	58.7	15.4	50.0	64.4	30.8	33.3	55.6
Media use	18.8	11.4	22.6	19.6	23.1	41.7	26.7	07.7	16.7	44.4
Enrichment/Interest	12.5	27.3	16.1	39.1	23.1	08.3	33.3	23.1	16.7	22.2
Other	00.0	00.0	00.0	04.3	00.0	00.0	02.2	15.4	16.7	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Kinds of Information Needed

The overwhelming response of the participants in the study to the kinds of information needed was that they want to receive copies of actual documents held by NARA. However, they stressed the need for indices and inventories of the complete holdings of NARA because they do not know what is available. Participants acknowledged the immense task of making such vast quantities of materials available and even of the effort it would take to create inventories of NARA's holdings that could then be made available. Although the participants had priorities that would facilitate their particular work, the general consensus was to make available high impact and frequently requested materials first.

Those completing the questionnaire ranked the following four as high priority items (see Appendix K, Question 3):

82.8% -- Getting started / How to locate information or records and services available through NARA

76.3% -- Information about records and related materials held by NARA

69.2% -- On-line ordering of records or publication

66.1% -- Copies of actual documents held by NARA

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In addition, they ranked the following as having medium priority:

    54.5% -- NARA sponsored workshops or training

    52.0% -- Information about other Federal Agencies

    48.9% -- Information about records created or held by other Federal Agencies

    48.7% -- Information about NARA facilities (overview of holdings, hours, location, etc.)

For all the groups except the local and family historians and the government employees, "Getting started / How to locate information or records and services available through NARA" was of highest priority. "Information about records and related materials held by NARA" or finding aids was the highest priority item for local and family historians and tied as the highest priority for the major group of information service providers and also for the small groups of government employees, agriculturalists, and others. "Copies of actual documents held by NARA" was the highest priority item for the group of veterans who responded to the questionnaire. (See Table 9 for percentage of respondents desiring each service.)

Table 9. User Requirements by Group for Information Services (Percentages)

Kinds of Information Services of High Priority	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
getting started	86.7	78.0	73.3	87.0	84.6	91.7	84.4	69.2	100	88.2
calendar of events	00.0	05.4	13.8	08.9	00.0	08.3	00.0	08.3	00.0	31.3
NARA facilities	53.3	40.5	24.1	23.9	30.8	16.7	18.2	50.0	00.0	37.5
finding aids	68.8	83.7	66.7	71.7	84.6	75.0	84.4	69.2	66.7	75.0
copies of holdings	75.0	83.7	61.3	71.7	46.2	25.0	75.0	66.7	50.0	31.3
workshops/training	20.0	35.7	13.3	23.9	07.7	08.3	13.6	00.0	00.0	28.6
on-line ordering	73.3	69.0	73.3	75.6	61.5	83.3	61.4	58.3	60.0	68.8
info re Fed Agencies	28.6	16.2	23.3	23.9	61.5	33.3	39.5	41.7	33.3	25.0
info re records of other Fed Agencies	53.3	36.6	40.0	37.0	61.5	58.3	43.2	41.7	66.7	37.5

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Participants attending the meetings expressed interest in a wide range of archival holdings. Among those items frequently mentioned as desirable were copies of documents of historical significance (e.g., treaties, proclamations, land transfers), human interest materials (e.g., pictures, ships' logs, passenger lists, diaries, descriptive materials, ethnically related materials), and current

information (e.g., regarding science and technology, the Federal Register, Congressional information). The respondents to the questionnaire selected certain clusters of records as being more useful than others. (See Table 10 and Appendix K, Question 4, for details.)

Table 10. Clusters of Records Specified as Most Useful

Useful Records and Materials	Historical	Current
Information related to:		
Congress	103 (42.2%)	115 (47.1%)
Federal regulations and laws, including the Federal Register	147 (60.2%)	167 (68.4%)
Agency Records:		
Education / Culture	146 (59.8%)	149 (61.1%)
Public Lands, Parks, & Environment	104 (42.6%)	108 (44.3%)
Science & Technology	96 (39.3%)	118 (48.4%)
Records of Individuals		
Genealogy	148 (60.7%)	130 (53.3%)
Military Service Records	115 (47.1%)	97 (39.8%)

The National Archives clusters of records are divided conceptually into historical and current. As can be seen in Table 10, there is some correlation between the need for both historical and current records. However, the relative importance of historic versus current information is not the same. The respondents want the following current information: Federal regulations and laws, including the Federal Register (68.9%), Education and Culture (62.7%), Genealogy (55.3%), Science and Technology (48.2%), and Congressional Records (46.5%) as their first five choices. Regarding historical records the respondents want Genealogy (63.2%), Education and Culture (62.7%), Federal regulations and laws, including the Federal Register (60.5%), Military Service Records (47.4%), and Public Lands, Parks, and Environment (42.5%). (See Appendix K, Question 4, for the complete findings regarding the usefulness of particular clusters of records.)

Where and When the Information is Needed

The places to search for or receive NARA information most convenient to the majority of the users and potential users who responded to the questionnaire are the public library (64.0%), the home (55.3%), and the office (53.9%). The school was next with 41.2%. Equality of access was a discussion point in several of the public meetings. This concern would be mitigated if access were provided by the public library systems. (See Appendix K, Question 1, for the complete data.)

Table 11. Places Convenient for Electronic Access (Percentages)

Place	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
public library	37.5	86.4	38.7	54.3	46.2	83.3	75.6	76.9	33.3	66.7
school	00.0	22.7	51.6	89.1	30.8	41.7	28.9	07.7	33.3	44.4
community center	00.0	13.6	03.2	06.5	07.7	25.0	04.4	07.7	00.0	11.1
office	81.3	20.5	83.9	34.8	92.3	91.7	48.9	53.8	100	72.2
home	18.8	68.2	45.2	67.4	69.2	58.3	44.4	61.5	16.7	44.4
other	06.3	09.1	06.5	00.0	00.0	08.3	22.2	30.8	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Table 11 shows comparisons by user group. The majority of the participants chose the public library as the most convenient place for searching and receiving information electronically. Analysis of the results by group clearly indicates that people want to receive their data where they do their work. (See Table 11.) The library is the place of work for many information service providers and also for many local and family historians. Therefore it is logical that these two groups chose the public library as the most convenient place. Groups 10 (composed of individuals who do not clearly fit into one of the other groups) and 8 (agriculturalists) also chose the public library. The K-12 group chose the school as the most convenient. The other five groups chose the office as the most convenient place to search for information and receive it electronically.

"When the information is needed" was not dealt with directly in the questionnaire. However, it was discussed in all meetings. There was a feeling among local and family historians that although they would like the information immediately, they could wait. Students, on the other hand, need the information and materials immediately. Teachers writing curricula might wait but only if they know that there is something that they really need. In general, the idea expressed was, "if the material is available electronically, then we expect it immediately." However, in spite of the desire to have everything available electronically, the overall sentiment in the discussion groups was that the time frame for receiving material depended on the purpose for which the information would be used.

Search Capabilities Needed

The respondents to the questionnaire want to be able to search by subjects and events (78.3%), personal names or titles (70.5%), and place names and geographical areas (56.6%). The participants in the meetings expressed the same preferences._Within the user groups there is a more diverse set of needs. (See Table 12.) For all groups except veterans, local and family historians, and environmentalists, searching by subjects and events was the clear choice (80.6%, 95.7%, 92.3%, 83.3%, 86.7%, 84.6%, and 88.9%). Environmentalists want to search by place names and geographic areas, veterans and local and family historians by personal names or titles.

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Table 12. How the Participants Search for Information (Percentages)

Access Points	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
persons, titles	81.3	88.6	77.4	73.9	30.8	41.7	71.1	61.5	66.7	50.0
places, areas	06.3	75.0	51.6	54.3	23.1	50.0	71.1	38.5	100	61.1
Federal Agencies	06.3	20.5	32.3	23.9	61.5	41.7	48.9	38.5	66.7	33.3
time frame	37.5	59.1	48.4	30.4	30.8	25.0	55.6	30.8	33.3	44.4
subject/events	37.5	54.5	80.6	95.7	92.3	83.3	86.7	84.6	66.7	88.9
organizations	43.8	31.8	35.5	28.3	38.5	58.3	57.8	46.2	66.7	44.4

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

The participants in the discussion groups stressed the need for user interfaces that are easy to search and navigate. The interface must be friendly and clear. Further, links among information are important. For example, teachers felt that students should be able to search current information and, if desired, be able to jump to related historical information.

Format Needed

Overall, the format preference for the participants who filled in the questionnaire was for on-line information (74.6%).   The second choice of formats was photocopies (58.6%), the third choice was printed publications (52.5%), and the fourth choice was CD-ROM (51.2%). (See Appendix K, Question 8, for additional statistics on formats that users would want NARA to use.) Table 13 shows the format preferences of the various groups. On-line was the preference of six groups and was the second choice of the other four groups.   On-line access was also the choice of those attending the public meetings. Further, CD-ROM was stressed at these meetings as an appropriate medium for distributing indices and other information.

The types of records or documents that users would like to have available for on-line computer access are as follows:

> written (textual) documents (91.0%)
>
> photographs (61.1%)
>
> maps (47.5%)
>
> data sets (32.0%)

Table 13. Formats of Materials Preferred by Each Group (Percentages)

Formats needed:	G 2	G 2	G 3	G 4	G 5	G 6	G 2	G 3	G 9	G 10
printed publications	37.5	61.4	38.7	43.5	53.8	25.0	62.2	61.5	100	61.1
photocopies	75.0	84.1	41.9	43.5	15.4	58.3	71.1	61.5	66.7	44.4
photographs	37.5	50.0	12.9	34.8	07.7	25.0	48.9	30.8	50.0	27.8
CD-ROM	18.8	61.4	29.0	65.2	69.2	75.0	55.6	30.8	16.7	44.4
microforms	06.3	40.9	16.1	04.3	07.7	08.3	28.9	00.0	00.0	05.6
on-line	62.5	65.9	93.5	80.4	100	83.3	71.1	61.5	66.7	55.6
other	00.0	00.0	00.0	04.3	00.0	16.7	02.2	00.0	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

It is likely that the respondents chose textual documents because they are the most common type of material available today. Nine of the ten groups of users indicated that textual documents are their first priority for on-line access. Maps are the top priority for environmentalists (100%), the second priority for local and family historians, and the third priority for information service providers. (See Table 14.)

Table 14. Types of Records or Documents that Users Would Like On-line (Percentages)

Document Type	G 1	G 1	G 3	G 4	G 5	G 5	G 7	G 8	G 8	G 10
written / textual	100	95.5	87.1	87.0	92.3	83.3	100	100	66.7	72.2
photographs	62.5	72.7	41.9	87.0	38.5	33.3	62.2	53.8	50.0	38.9
motion pictures	25.0	09.1	16.1	45.7	15.4	25.0	11.1	30.8	00.0	38.9
maps	37.5	77.3	29.0	37.0	30.8	33.3	51.1	30.8	100	50.0
architectural drawings	06.3	02.3	03.2	00.0	07.7	00.0	02.2	00.0	00.0	11.1
audio recordings	18.8	06.8	29.0	02.2	15.4	33.3	17.8	23.1	16.7	22.2
data sets	18.8	25.0	38.7	21.7	46.2	50.0	31.1	46.2	33.3	44.4
images of museum objects	00.0	06.8	12.9	28.3	15.4	08.3	08.9	00.0	16.7	16.7
other	00.0	02.3	00.0	00.0	00.0	08.3	00.0	00.0	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Perhaps more significant are the groups which desire to have photographs on-line. For the K-12 group, photographs were as important as the textual documents. (Textual documents and photographs each received 87.0%.) Photographs were the second priority for veterans, post secondary educators, information providers, and agriculturalists. Data sets were the second priority for government employees, and business, economics, law, and other professionals. (See Appendix K, Question 5, for additional information on the questionnaire responses.) Photographs were also of great interest to those attending the public meetings.

Table 15. Technologies Currently Used by Each Group (Percentages)

Technology in use	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
CD-ROM	18.8	47.7	67.7	78.3	76.9	66.7	68.9	15.4	50.0	33.3
FAX	62.5	47.7	90.3	78.3	100	100	95.6	92.3	100	94.4
Computer-word processor	75.0	75.0	96.8	97.8	92.3	100	91.1	69.2	100	83.3
Computer with a modem	56.3	47.7	83.9	80.4	92.3	83.3	84.4	61.5	100	61.1
Macintosh	12.5	06.8	35.5	73.9	15.4	16.7	22.2	38.5	16.7	11.1
PC no windows	18.8	18.2	19.4	23.9	61.5	33.3	46.7	30.8	33.3	27.8
PC with windows	37.5	47.7	48.4	34.8	61.5	58.3	60.0	53.8	83.3	55.6
PC with windows and sound card	12.5	22.7	22.6	17.4	07.7	25.0	31.1	00.0	00.0	11.1
Scanner	06.3	13.6	45.2	54.3	30.8	58.3	28.9	00.0	33.3	11.1
None	06.3	04.5	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
Other	06.3	02.3	09.7	15.2	00.0	08.3	08.9	00.0	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

As can be seen in Table 15, although as groups veterans and local and family historians are computer literate, they have fewer computers with modems. Further, they use the Internet much less than the other groups (see Table 16). Therefore, it is unclear whether they have chosen photocopies because they really feel this medium best suits their needs or because they do not have adequate electronic access. In fact, with on-line as a second choice in both cases, it is likely that as soon as members of these groups have more access to on-line facilities their preference will change to on-line. The environmentalists, on the other hand, all have access to a computer with a modem. However, since their first choice of materials is maps, it is likely that they do prefer "printed publications." Group 10 is such a diverse group that it is difficult to draw conclusions as to why printed documents would be their first choice.

The meeting discussions did not focus as much on on-line or electronic access as did the questionnaire. Therefore, the discussion participants were able to express their discontent with available microfilms. This was particularly evident in the discussions with the local and family historians. They find the quality of the films and the microfilm readers currently available to be unsatisfactory. Suggestions were made to put the materials currently on microfilm on to CD-ROM. Other groups, such as government employees, post secondary educators, and K-12 educators, also encouraged the use of CD-ROM for static, historic material.

The participants in this study are computer literate: 88.6% use a computer as a word processor and 74.1% use a computer with a modem. Table 15 shows the types of computer configurations being used by members of the various groups and also the other technologies that the respondents to the questionnaire are using. (See Appendix K, Question 10, for additional information.)

Further, the participants in this study use computers with CD-ROM drives, scanners, and modems. Those with modems or other network connections frequently use on-line services. Of the total respondents, 61.1% are doing on-line searching, 59.8% use E-mail, and 54.5% use the Internet. Table 16 shows the on-line services currently being used by members of the various groups. (See Appendix K, Question 11, for additional information.)

Table 16. On-line Services Currently Used by Each Group (Percentages)

Use	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
E-mail	43.8	15.9	87.1	78.3	84.6	75.0	71.1	38.5	66.7	44.4
on-line searching	43.8	38.6	80.6	76.1	61.5	75.0	71.1	38.5	33.3	50.0
electronic bulletin boards	25.0	31.8	71.0	60.9	69.2	66.7	53.3	30.8	50.0	27.8
Internet	18.8	29.5	77.4	71.7	76.9	66.7	57.8	46.2	50.0	38.9
commercial on-line services	12.5	13.6	25.8	28.3	53.8	25.0	31.1	07.7	00.0	16.7
other	06.3	02.3	03.2	02.2	15.4	00.0	04.4	07.7	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Delivery Method

Most respondents felt that if electronic access were the goal, then they want electronic delivery of the materials and the information (79.5%). The second choice for delivery was by first class mail (61.9%) and the third choice was by FAX (50.0%). The groups that did not select on-line delivery as their first choice were veterans, local and family historians, agriculturalists, environmentalists, and group 10 (others). Veterans, local and family historians, agriculturalists, and environmentalists want their information and records delivered by first class mail (75.0%, 86.4%,

84.6%, and 83.3%) and Group 10 would like them by FAX (77.8%). (See Table 17 and Appendix K, Question 9, for additional information.)

Table 17. Preferred Delivery Method for Information or Copies of Records (Percentages)

Delivery method	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
FAX	37.5	43.2	38.7	43.5	46.2	58.3	62.2	53.8	50.0	77.8
Computer (on-line)	68.8	70.5	93.5	87.0	92.3	91.7	80.0	69.2	66.7	61.1
Overnight/2nd day	00.0	13.6	12.9	19.6	15.4	16.7	26.7	15.4	16.7	16.7
COD	00.0	09.1	00.0	00.0	06.7	00.0	06.7	00.0	00.0	05.6
First class	75.0	86.4	45.2	47.8	46.2	50.0	64.4	84.6	83.3	44.4
Other	06.3	00.0	00.0	04.3	00.0	00.0	04.4	07.7	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

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Recommendations

Summary of the Work Done

A methodology for studying the informational needs of a diverse population was devised. Based on that methodology, data were gathered, reduced, analyzed, and displayed. From that data, recommendations were made.

The need to meet the National Archives and Records Administration's time constraint was a major factor in the execution of this study. In spite of this constraint, a variety of data sources was used. These included individual interviews (6 people), meetings with 10 groups that focused on professional areas or avocations (141 attendees), meetings with 18 small groups based on geographical areas (122 attendees), electronic input (8 people), and a formal questionnaire (244 respondents). The methodology allowed the inclusion of a wide-spectrum of users and potential users of National Archives records and information. However, some of the groups of users and potential users were small. The data are valid for the groups of participants but may not be representative of the population as a whole. Although this is an important consideration, the goal of this study was to talk to people and understand their needs. This was done. A statistically valid sampling would enhance the present study but would not substitute for the understandings that were collected from the informal components of the study. It is expected that statistical sampling would reinforce the findings.

Conclusions

People are eager for electronic access to information and records. People want to access government information. Specifically, people want to know what information the National Archives has and they want to access that information. They want to access that information by searching by subjects and events, personal names and titles, and place names and geographical areas. Once they find the information that they want, the users want to download that information electronically, or at least be able to place an order for it electronically. If they cannot receive it electronically, they want to receive it by first class mail. The general expectation is that turn around for receiving an order would be a few days to 10 days (allowing a week for first class mail to reach remote regions).

The public library was the place most frequently cited as convenient for electronic access although substantial numbers also cited the office, home, and school. With on-line access, the place is not crucial from the point of view of the National Archives except for making sure that the public has equitable access.

Recommendations

Based on the survey findings, NARA must provide electronic resources to citizens and organizations. One of the major concerns expressed in public meetings was the need for a simple user interface. Users with specific informational needs want to get on the computer, key in or select their search terms, get what they are looking for, capture that information, and get off the system. This is in the interest of economy of time and money. There will also be users who do

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not have a clear idea of their informational need for whom browsing must be available. Again the requirement is for a simple user interface.

The participants expressed a strong interest in knowing what is available and requested that NARA produce an inventory of all their holdings nationwide. However, the users and potential users expect that this inventory would be searchable by their criteria, i.e., subjects and events, personal names and titles, and place names and geographical areas. Because of the vast amount of material and information available at NARA, attention must be focused on specific areas. The clusters of records of greatest interest are Federal regulations and laws, including the Federal Register, Congressional Records, Education and Culture, Public Lands, Parks, and Environment, Science and Technology, Genealogy, and Military Service Records. NARA should use these record clusters and others that received a high degree of interest as expressed on the questionnaire (Appendix K, Question 4) and create inventories and indices for them. These indices and the associated records should then be made available. Further analysis of the findings could be made to identify what parts of these record clusters would be most appropriate for the widest audience.

K-12 was a significant group in interest and attendance at public meetings and in responding to the questionnaire. It was also the group that had had the least contact with NARA before this project. Working with these educators and students would empower them to access the records that document their rights and responsibilities as citizens; further, students would grow up knowing where to find original source material. Toward meeting the needs of providing materials for grades K-12, photographs should be one of the formats emphasized. Topics that were stressed in discussion groups included the need for materials relevant to Native Americans and the 19th century Westward Expansion. Also, traditional or conventional topics such as the Continental Congress, J.F. Kennedy, and the Nixon tapes were mentioned.

In general, our preliminary recommendations would be to make available indices and records on-line for a limited historical period. The set of materials should start with photographs as one of the major components. For example, one might start with 1870 and then work backward and forward from that time, i.e., do 1870, then do 1869, then 1871, etc. Initial capabilities should include searching on an inventory list and the ability to tag a group of images and then browse through thumbnail images. The materials should be made available on-line. Additionally, CD-ROMs could be made commercially and users could be encouraged to make their own CD-ROMs of materials that they use and reuse. These user made CD-ROMs could become shareware products among schools. Finally, the materials should be made available as soon as possible. As a policy, for things not already scanned and available, anything requested should be scanned and from then on be available.

In summary, to meet the users' and potential users' requirements, an inventory of all the holdings of NARA would have to be available electronically. Further, a good portion of the materials would then need to be on-line to support the users' requests. Toward that goal we recommend a phased approach that first meets the informational needs of users that are not currently being met. Information providers, local and family historians, government employees, business and law professionals, and veterans are working with the present system and, at least to some degree, are getting their needs met. K-12, agriculturalists, environmentalists, and perhaps post secondary educators, are potential new users. Materials that meet the needs of these groups should be the first to be identified and made available electronically.

Appendices

Appendix A: Package of Materials Inviting Attendance at Public Meetings

Appendix B: Agenda for Meetings Held in Nebraska

Appendix C: NARA Locator, Handout for Participants

Appendix D: Package of Materials Inviting Questionnaire Participation

Appendix E: Electronic Feedback Received from Participants

Appendix F: Data from Preliminary Meetings in May

Appendix G: Data from June and July Meetings

Appendix H: Sample Discussion - Video Tapescript

Appendix I: Data from August Meetings

Appendix J: Sample Discussion - Audio Tapescript

Appendix K: Data from Questionnaires

National Archives at College Park

8601 Adelphi Road   College Park, Maryland 20740-6001

Dear Nebraskan:

I'd like to introduce you to the National Archives, the Nation's memory. We are the Federal agency that identifies and preserves the records and information of our National life. . . everything from the records of the Continental Congress, to Operation Desert Storm, to the photographs of man's first steps on the Moon. And we're coming to Nebraska.

The National Archives is conducting a study to determine how to provide broad, computer access to its services and information. You as a Nebraskan will have the unique opportunity to assist us in determining what portions of our vast collection of documents, photographs, motion pictures, and electronic data will be available to the public using telecommunications and other new technologies.

We will be in Nebraska in June and July to hold public meetings to present an exciting array of information that may be of benefit to you as a citizen or as a professional in your chosen line of work. We will present information about the Presidential Library System, the Center for Legislative Archives, the Federal Register, our Regional Archives System, the National Archives in Washington, DC, and our system of current government records held by the Federal Records Center System. Each meeting will include a slide illustrated presentation on our vast treasure of information as well as a specific focus, such as veteran's information, family and local history, and business/economic information. The schedule of meetings is attached.

The National Archives is being assisted in this study by the National Institute of Standards and Technology, a federal agency playing a lead role in the development of the National Information Infrastructure. We are also being assisted by an advisory committee of Nebraskans. Members of the advisory committee include: Jerry Deichert, University of Nebraska at Omaha Census project; Howard Lowe, University of Nebraska at Omaha, KVNO-FM, 90.7/UNO Television; Chris Hoy, the Nebraska Department of Economic Development; Rod Wagner, Nebraska Library Commission; Michael Jensen, University Press; Jane Hood, Nebraska Humanities Council; Lee Rockwell, Nebraska ETV Network; George Garrison, Black Studies Department, University of Nebraska at Omaha; and Andrea Paul, Nebraska State Archivist. They have identified you as someone who might want to learn about the National Archives and who would be willing to discuss briefly your own need for government information.

Please phone (402)-441-9785 and leave your name, phone number, and which session you plan to attend. And please share this invitation with interested friends, colleagues, co-workers, employees, or others who might benefit from this opportunity.

Sincerely yours,

Lynn Bellardo

Lynn Bellardo
Project Director
Electronic Access Study

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UNITED STATES SENATE
WASHINGTON, D. C.

June 9, 1994

Dear Fellow Nebraskan:

The National Archives and Records Administration (NARA) --
the protector of our Nation's memory -- plays a critical role in providing
information that citizens need to make good decisions in a democracy.
The government information stored at the National Archives is important
to protect the individual rights of citizens and assure accountability in
government in a free society.

With advances in telecommunications and telecomputing and the
emergence of the National Information Infrastructure (NII) -- the
"information superhighway" -- citizens can be connected to the
information they need from their government. It is my vision that
materials from the National Archives should be available on the NII, so
that the treasury maintained by the National Archives is accessible to all
Americans. I feel strongly that the information held by government at all
levels should be easily obtainable and useable by every American citizen.

To address this need the National Archives agreed to allocate
funds to conduct a feasibility study of how to integrate its collection into
the Internet and follow-on computer on-line systems.

The NARA Electronic Access Study Project -- which is being
conducted in Nebraska -- has two components: a customer survey, to
identify the needs of users who lack direct access to the facilities of the
National Archives; and, a needs assessment, to determine what changes

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must be made to provide citizens the information they want from the Archives in a usable format, delivered to the desired destination within a specified time period.

I am pleased to report that the National Archives and the National Institute of Standards and Technology (NIST) currently are working with a group of Nebraska state officials, historians, scholars, archivists and librarians to see what government information from the National Archives will be useful and meaningful in Nebraskans' everyday lives.

I am excited about the potential of this study to help make the vast collection of the National Archives available on-line to Nebraskans and all Americans. This study is vital for the National Archives to learn what citizens want and need to know from their government. I am pleased that it is being conducted in Nebraska, which continues to play a leading role in the emerging information superhighway.

I sincerely hope that you respond to the attached invitation and participate in one or more of the NARA Electronic Access Study Project focus groups that will take place in Nebraska in June and July.

Sincerely,

J. Robert Kerrey

The National Archives Electronic Access Project Summary

Who: The National Archives and Records Administration (NARA) has contracted with the National Institute of Standards and Technology (NIST) to assess the informational needs of the citizens in the State of Nebraska and to determine ways to improve access to information and record resources for citizens and organizations regardless of their geographic location.

Why: NARA has an obligation to give citizens the Federal information they want in the most accessible manner possible so that citizens can protect their individual legal rights, monitor their Government, and make informed decisions about national priorities. NARA also gives citizens the opportunity to learn about themselves, their heritage, and their Government.

The emergence of digital networks may enable NARA to bring the National Archives directly to the public in ways never before possible. These networks hold the promise of improving access to NARA's holdings for citizens, state and local governments, and Federal agencies across the nation.

What: We are interested in knowing each of the following:
- What kinds of records or information you need from NARA
- Where and when you need this information
- How you search for and locate this information
- In what formats you need this information
- How you would like this information delivered to you

How: Through facilitated discussions after public meetings, interviews with individuals willing to talk about their informational needs, questionnaires, and Internet E-mail, NIST is collecting this data in Nebraska this summer. (See the attached list of public meetings scheduled for June 20-23, 1994 and July 11-14, 1994.) Please feel free to contact NIST project coordinators Judi Moline and Steve Otto with any questions, comments, and suggestions you have.

CONTACTS:　　　Judi Moline and Steve Otto
　　　　　　　　　NIST
　　　　　　　　　Bldg. 225 Room B266
　　　　　　　　　Gaithersburg, MD 20899
　　　　　　　　　E-mail: feedback@sst.ncsl.nist.gov
　　　　　　　　　Voice mail: (402) 441-9785
　　　　　　　　　FAX: (301) 926-3696

Schedule of Meetings for the National Archives Electronic Access Project
Nebraska, Summer 1994

Monday, June 20, 1994, 7 - 9:30 PM CDT -- LINCOLN NEBRASKA CENTER (Nebraska Room)
    Focused discussion on Family and Local History Informational Needs

Tuesday, June 21, 1994, 1:00 - 3:30 PM CDT -- LINCOLN NEBRASKA CENTER (Beatrice Room)
    Focused discussion on Post Secondary Informational Needs

Tuesday, June 21, 1994, 7 - 9:30 PM CDT -- OMAHA P-K CENTER (102A)
    Focused discussion on Veterans' Informational Needs (cancelled)

Wednesday, June 22, 1994, 9:30 AM - 12:00 NOON CDT -- OMAHA P-K CENTER (102B)
    Focused discussion on Business, Economics, Law Informational Needs

Wednesday, June 22, 1994, 1:30 - 4:00 PM CDT -- OMAHA TAC BLDG (201-202)
    Focused discussion on K-12 Informational Needs

Thursday, June 23, 1994, 2 - 4:30 PM CDT -- LINCOLN NEBRASKA CENTER (Beatrice Room)
    Focused discussion on Government Officials' Informational Needs

Thursday, June 23, 1994, 7 - 9:30 PM CDT -- LINCOLN NEBRASKA CENTER (Beatrice Room)
    Focused discussion on Information Service Providers' Informational Needs

Monday, July 11, 1994, 7 - 9:30 PM CDT -- LINCOLN HIGH SCHOOL AUDITORIUM
    Focused discussion on K-12 Informational Needs

Tuesday, July 12, 1994, 2 - 4:30 PM CDT -- OMAHA P-K CENTER (102A)
    Focused discussion on Post Secondary Informational Needs

Tuesday, July 12, 1994, 7 - 9:30 PM CDT -- OMAHA P-K CENTER (102A)
    Focused discussion on Family and Local History Informational Needs

Wednesday, July 13, 1994, 6 - 8:30 PM CDT -- KEARNEY PUBLIC LIBRARY MEETING FACILITY
    Focused discussion on Family and Local History Informational Needs

Thursday, July 14, 1994, 5 - 7:30 PM MDT -- SCOTTSBLUFF PUBLIC LIBRARY
    Focused discussion on Family and Local History Informational Needs

Tuesday, July 19, 1994, 2 - 4:30 PM CDT -- VA Regional Office in Lincoln
    Focused discussion on Veterans' Informational Needs

CITIZENS' INPUT TO THE NATIONAL ARCHIVES

Nebraska, Summer 1994

I. **REVIEW OF SESSION'S PURPOSE AND OUTCOMES** (5 minutes)

II. **OVERVIEW OF THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION'S HOLDINGS** (60 - 75 minutes)

Break

III. **WHAT YOU WANT / HOW YOU WANT IT** (60 - 75 minutes)

A facilitated group discussion to determine:
- the kinds of records/information you need from NARA;
- where and when this information is needed;
- how you search for and locate information;
- in what format you need your information; and
- how you would like to have the information delivered.

IV. **SUMMARY / WRAP-UP / NEXT STEPS** (5 minutes)

LOCATOR

NATIONAL ARCHIVES ELECTRONIC ACCESS PROJECT

Nebraska, Summer 1994

For further information on input opportunities to the National Archives Electronic Access Project, please contact the NIST project coordinators:

Judi Moline and Steve Otto
voice mail: (402) 441 9785
            (301) 975 3351
e-mail: feedback@sst.ncsl.nist.gov.

NIST

U.S. DEPARTMENT OF COMMERCE
Technology Administration
National Institute of Standards and Technology

THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

DISTRICT OF COLUMBIA

The National Archives
7th and Pennsylvania Avenue, NW
Washington, DC 20408
(202) 501-5400.

The National Archives at College Park
8601 Adelphi Road
College Park, MD 20740
(301) 713-6800

The Federal Register
800 North Capitol Street, NW
Washington, DC 20408
(202) 523-4534

The Washington National Records Center
4205 Suitland Road
Suitland, MD 20746
(301) 763-7000

Richard M. Nixon Presidential Materials Project
8601 Adelphi Road
College Park, MD 20740
(301) 713-6950

ALASKA

National Archives--Alaska Region
654 West 3rd Avenue, Room 012
Anchorage, AK 99501
(907) 271-2441

CALIFORNIA

Los Angeles Federal Records Center
24000 Avila Road
Laguna Niguel, CA 92656
(714) 643-4220

San Francisco Federal Records Center
1000 Commodore Drive
San Bruno, CA 94066
(415) 876-9001

National Archives--Pacific Sierra Region
1000 Commodore Drive
San Bruno, CA 94066
(415) 876-9018

National Archives--Pacific Southwest Region
24000 Avila Road
Laguna Niguel, CA 92656
(714) 643-4241

Ronald Reagan Library
40 Presidential Drive
Simi Valley, CA 93065
(805) 522-8511

COLORADO

Denver Federal Records Center
Denver Federal Center, Building 48
Denver, CO 80225
(303) 236-0804

National Archives--Rocky Mountain Region
Denver Federal Center, Building 48
Denver, CO 80225
(303) 236-0817

GEORGIA

Atlanta Federal Records Center
1557 St. Joseph Avenue
East Point, GA 30344
(404) 763-7474

National Archives--Southeast Region
1557 St. Joseph Avenue
East Point, GA 30344
(404) 763-7477

Jimmy Carter Library
One Copenhill Avenue
Atlanta, GA 30307
(404) 331-3942

ILLINOIS

Chicago Federal Records Center
7458 South Pulaski Road
Chicago, IL 60629
(312) 353-0164

National Archives--Great Lakes Region
7358 South Pulaski Road
Chicago, IL 60629
(312) 353-0162

IOWA

Herbert Hoover Library
Parkside Drive
West Branch, IA 52358
(319) 643-5301

KANSAS

Dwight D. Eisenhower Library
Southeast 4th Street
Abilene, KS 67410
(913) 263-4751

MASSACHUSETTS

Boston Federal Records Center
380 Trapelo Road
Waltham, MA 02154
(617) 647-8745

Pittsfield Federal Records Center and Regional Archives
100 Dan Fox Drive
Pittsfield, MA 01210
(413) 445-6885

National Archives--New England Region
380 Trapelo Road
Waltham, MA 02154
(617) 647-8100

John F. Kennedy Library
Columbia Point
Boston, MA 02125
(617) 929-4500

MICHIGAN

Gerald R. Ford Library
1000 Beal Avenue
Ann Arbor, MI 48109
(313) 741-2218

Gerald R. Ford Museum
303 Pearl Street, NW
Grand Rapids, MI 49504
(616) 456-2675

Seattle

San Bruno

Simi Valley

Laguna Niguel

Anchorage

Grand Rapids
Ann Arbor
West Branch
Denver
Abilene
Chicago
Hyde Park
Pittsfield
Boston/Waltham
New York City/Bayonne
Philadelphia
Washington
St. Louis
Dayton
Kansas City/Independence
Fort Worth
College Station
Austin
Atlanta/East Point
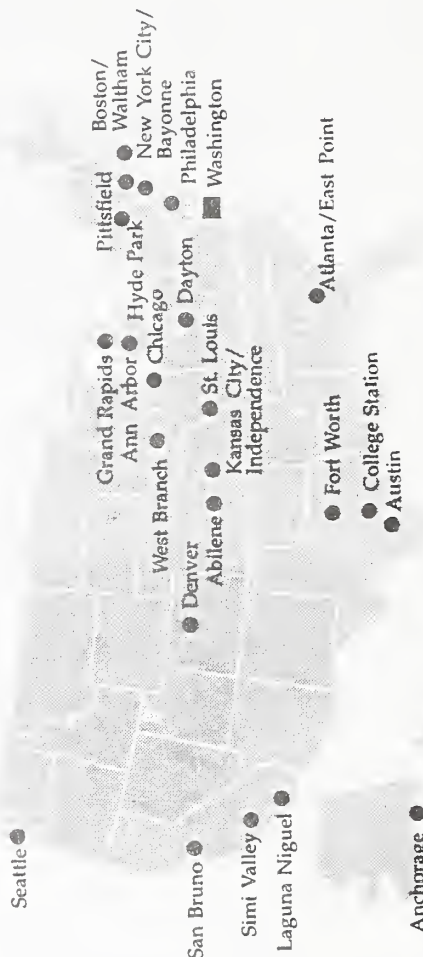
THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

MISSOURI

National Personnel Records Center
9700 Page Avenue
St. Louis, MO 63132
(314) 538-4201
   Civilian Presonnel Records
   (314) 425-5722
   Military Personnel Records
   (314) 538-4246

Kansas City Federal Records Center
2312 East Bannister Road
Kansas City, MO 64131
(816) 926-7271

National Archives--Central Plains Region
2312 East Bannister Road
Kansas City, MO 64131
(816) 926-6272

Harry S. Truman Library
U.S. 24 and Delaware Street
Independence, MO 64050
(816) 833-1400

NEW YORK

New York Federal Records Center
Military Ocean Terminal, Building 22
Bayonne, NJ 07002
(201) 823-7161

National Archives -Northeast Region
201 Varick Street
New York, NY 10014
(212) 337-1300

Franklin D. Roosevelt Library
511 Albany Post Road
Hyde Park, NY 12538
(914) 229-8114

OHIO

Dayton Federal Records Center
3150 Springboro Road
Dayton, OH 45439
(513) 225-2852

PENNSYLVANIA

Philadelphia Federal Records Center
5000 Wissahickon Avenue
Philadelphia, PA 19144
(215) 951-5588

National Archives--Mid-Atlantic Region
9th and Market Streets, Room 1350
Philadelphia, PA 19107
(215) 597-9752

TEXAS

Fort Worth Federal Records Center
501 West Felix Street
Fort Worth, TX 76115
(817) 334-5515

National Archives--Southwest Region
501 West Felix Street
Forl Worth, TX 76115
(817) 334-5525

Lyndon B. Johnson Library
2313 Red River Street
Austin, TX 78705
(512) 482-5137

George Bush Presidential Materials Project
701 University Drive, East, Suite 300
College Station, TX 77840
(409) 260-9552

WASHINGTON

Seattle Federal Records Center
6125 Sand Point Way, NE
Seattle, WA 98115
(206) 526-6501

National Archives--Pacific Northwest Region
6125 Sand Point Way, NE
Seattle, WA 98115
(206) 526-6347

ELECTRONIC ACCESS

General e-mail: inquire@nara.gov

Gopher: gopher.nara.gov

WWW: http://www.nara.gov

National Archives FAX-on-Demand: (301) 713-6905

Multimedia and Publication Fulfillment Center:
(301) 763-4454 or(800) 234-6001

Federal Register Electronic News Delivery (FREND):
(202) 275-0920 (or telnet to fedworld.gov, choose
"gateway," then "connect," then FREND)

Appendix D: Package of Materials Inviting Participation in Filling-in Questionnaire

NIST

UNITED STATES DEPARTMENT OF COMMERCE
National Institute of Standards and Technology
Gaithersburg, Maryland 20899-0001

August 23, 1994

Dear Project Participant:

Thanks to the help of Nebraskans over the past few months, we have learned a great deal about how people work with information. Specifically we have heard individuals explain what information from and about the National Archives would be useful to them. Also, we have heard from individuals on how they search for material and how they would like to receive information from the Archives.

We now need you to complete the enclosed questionnaire and return it to us within two weeks. There is a stamped, addressed envelop enclosed for your convenience.

The responses to the questionnaire will be tabulated by user groups. There is a number between 1 and 10 after your name. That code identifies you as a member of one of the categories that follow. If we have incorrectly categorized you, please change the code at the top of your questionnaire and also on the return envelop. The categories are (1) veterans' groups, military history, (2) family and local history, (3) post secondary education, (4) K - 12, (5) government officials, (6) business, law, economics, misc. professions, (7) information service providers, (8) agriculture, (9) environment, parks, water resources, (10) other.

We sincerely appreciate your time and attention,

Judi Moline

Judi Moline and Steve Otto
Principal Investigators

Enclosures

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National Archives

Washington, DC 20408
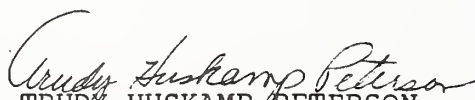
AUG 23 1994

Dear Nebraskan,

The National Archives needs your views to help us improve our services to Nebraska and the rest of the country. The Nation's expanding information infrastructure is making it possible to bring the National Archives in new ways to citizens who are unable to visit us. We are conducting a study on providing electronic access to the Government records and related materials we hold and to information about those materials. Your responses to the enclosed questionnaire will assist the National Archives in determining what kinds of electronic information services are most useful and in setting priorities for making the services available.

This questionnaire is a part of the Electronic Access Project that the National Archives, with the assistance of the National Institute of Standards and Technology (NIST), has been conducting this summer. The enclosed *National Archives Electronic Access Project* leaflet gives the contact points for the project and lists the location and telephone number of all National Archives facilities. We appreciate your input to this important project. Please return your response in the enclosed envelope.

Sincerely,

TRUDY HUSKAMP PETERSON
Acting Archivist
of the United States

Enclosures

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ELECTRONIC ACCESS STUDY QUESTIONNAIRE

The National Archives and Records Administration (NARA) has information, records, and related materials from and about the Federal Government. NARA's mission is to give citizens the Federal information they want in the most accessible manner possible so that citizens can protect their individual legal rights, monitor their government, and make informed decisions about national priorities.

Answers to the following questions will help the National Archives prioritize its work as it strives to respond to the informational needs of the people of the U.S. Please circle the items that are important to you (or to your clients if you are an information provider). **You may circle more than one item for each question.**

1. What place(s) would be convenient for you to electronically search for or receive National Archives information?

   a. public library   d. office
   b. school   e. home
   c. community center   f. other

2. How do you search for information?

   a. personal names or titles   d. time frame
   b. place names/geographic areas   e. subjects/events
   c. names of Federal Agencies   f. names of organizations

3. What kind(s) of information services from the National Archives would be most useful to you if available electronically? Indicate priority by rating each item as High, Medium, or Low.

	High	Medium	Low
a. Getting started / How to locate information or records and services available through NARA	1	2	3
b. Public calendar of events	1	2	3
c. Information about NARA facilities (overview of holdings, hours, location, etc.)	1	2	3
d. Information about records and related materials held by NARA	1	2	3
e. Copies of actual documents held by NARA	1	2	3
f. NARA sponsored workshops or training	1	2	3
g. On-line ordering of records or publications	1	2	3
h. Information about other Federal Agencies	1	2	3
i. Information about records created or held by other Federal Agencies	1	2	3

4. The National Archives has records and related materials documenting the legislative, judicial, and executive branches of the Federal government. Which of the following would be most useful to you? (Circle as many as apply.)

Historic Information   **Current Information**

Information related to: Information related to:
  a. The Presidency   a. The Presidency
  b. Congress   b. Congress
  c. Federal regulations   c. Federal regulations
     and laws, including the   and laws, including the
     Federal Register.   Federal Register.
  d. Federal Courts   d. Federal Courts

Agency Records: Agency Records:
  e. Agriculture   e. Agriculture
  f. Commerce   f. Commerce
  g. Defense   g. Defense
  h. Education / Culture   h. Education / Culture
  i. Energy   i. Energy
  j. Health & Human Services   j. Health & Human Services
  k. Housing & Urban Services   k. Housing & Urban Services
  l. Justice / Law Enforcement   l. Justice / Law Enforcement
  m. Labor   m. Labor
  n. Maritime   n. Maritime
  o. Postal Service   o. Postal Service
  p. Public Lands, Parks,   p. Public Lands, Parks,
     & Environment   & Environment
  q. Science & Technology   q. Science & Technology
  r. State/Foreign Relations   r. State Foreign Relations
  s. Transportation   s. Transportation
  t. Treasury/Revenue/Finance   t. Treasury/Revenue/Finance

Records of Individuals: Records of Individuals:
  u. Genealogy   u. Genealogy
  v. Military Service Records   v. Military Service Records
     Ethnic Heritage: Ethnic Heritage:
     w. Native American   w. Native American
     x. Other: _____   x. Other: _____

5. Please circle **up to 3** types of records or documents you would like to have available for on-line computer access.

  a. written (textual) documents   f. audio/sound recordings
  b. photographs   g. data sets
  c. motion pictures / video   h. images of museum objects
  d. maps   i. other:_____
  e. architectural drawings

6. For whom do you usually search for information?

  a. Yourself   b. Others

7. For what purpose(s) might you or your customers need information from the National Archives? (Check and circle as many as apply.)

___ To supplement teaching materials (teacher's perspective):

a. elementary c. secondary e. graduate
b. middle school d. undergraduate f. adult education

___ For school assignments (student's perspective):

a. elementary c. secondary e. graduate
b. middle school d. undergraduate f. adult education

___ To prepare publications (books, papers, or articles)
___ For legal research
___ To search for current grants and funding sources
___ For regulatory research
___ For investment or business opportunities
___ To support an application for personal benefits or claims
 ___ veteran
 ___ other:_____
___ For genealogical research
___ For local and community history research
___ For media use, such as
 ___ radio ___ newspaper ___ magazine ___ TV ___other:_____
___ Personal interest or enrichment, for example:_____
_____

___ Other: _____

8. In what format(s) would you want information or copies of records from the National Archives?

a. printed publications d. CD-ROM
b. photocopies   e. microforms
c. photographs   f. on-line
         g. other:_____

9. How would you like this information or copies of records delivered to you?

a. FAX   d. COD
b. Computer (on-line) e. First class mail
c. Overnight or second day f. Other:_____
  express delivery

10. What technologies are you currently using? Please circle all that you use.

a. CD-ROM   g. PC with Windows
b. FAX   h. PC with Windows
c. Computer as a word processor with a sound card
d. Computer with a modem i. Scanner
e. Macintosh   j. None
f. PC without Windows   k. Other:_____

11. Do you use the following? Please circle all that you use.

     a. E-mail
     b. on-line searching
     c. electronic bulletin board(s)
     d. Internet
     e. commercial on-line services
     f. other:_____

12. Have you ever visited a National Archives facility?

     a. yes   b. no

13. Have you ever called or written to a National Archives
     facility for information?

     a. yes   b. no

14. Have you attended any of the Electronic Access Study
     discussion group sessions that were held in Nebraska in June
     and July (1994) with National Archives staff?

     a. yes   b. no

15. Please give your name and affiliation below so that we know
     who has returned the questionnaire.

     _____

Please return the questionnaire within two weeks to Judi Moline,
NIST, Building 225 Room B266, Gaithersburg, MD 20899, or by FAX
to 301-926-3696. There is a stamped, self-addressed envelop
enclosed for your convenience.

PUBLIC BURDEN STATEMENT

Public burden reporting for this collection of information is
estimated to be 20 minutes per response. Send comments regarding
the burden estimate or any other aspect of the collection of
information, including suggestions for reducing this burden to
the National Archives and Records Administration (NAAD), 8601
Adelphi Road, College Park, MD 20740-6001, and to the Office of
Management and Budget, Paperwork Reduction Project (3095-0019),
Washington, DC 20503. DO NOT SEND COMPLETED FORMS TO THESE
ADDRESSES. Send forms to Judi Moline at the address given in the
previous paragraph.

Appendix E: Sample Electronic Feedback Received from Participants

Subject: Lincoln Nebraska NAEAP
To: feedback@sst.ncsl.nist.gov
Date: Fri, 17 Jun 1994 13:19:23 -0500 (CDT)

Judi Moline, Steve Otto:

Greetings from a HOT, HUMID, and WINDY Nebraska.

I will be in attendance Monday, June 20, 1994, 7-9:30p.m. Lincoln Nebraska Center, for focused discussion on Family and Local History Information Needs. Your material has been received by the Nebraska State Genealogical Society, and we hope to have several in attendance at this meeting!

Those of us who are already on the Internet as well as other Computer Online services have longed for electronic access to the National Archives to facilitate our research of family history!

We are glad to have the opportunity to share our needs and take the opportunity to bring this technology into Nebraska!

Subject: Nebraska NARA meetings data
To: feedback@sst.ncsl.nist.gov
Date: Sun, 19 Jun 94 23:38:32 CDT

Greetings Judi Moline and Steve Otto,
My name is x. I teach mathematics in a small town in northeast Nebraska. I was invited to attend public meetings regarding Nebraska needs and information service from the NARA. I am planning to attend the June 23 meeting in Lincoln at the Lincoln Nebraska Center. Though the topic is on Government Official's Informational Needs, here are some of my thoughts concerning internet.
At the moment the biggest draw back is the long distance charges that I will have to incur to use internet. Getting an account on internet is not a problem and if I were living in a town that has a "node" the phone call would be local. This would be great.
Browsing on internet takes phone time and ties up lines that others might want to use. It's not encouraging when you call up internet to get busy signals all the time. A while back we had two 800 lines in Nebraska for educators and 1800 accounts registered. It was rather tough to get on line.
I would like to log on, find a block of information of interest to me and download it into my pc hard drive as quickly as possible. I have a 2400 baud modem, and would be willing to invest in a higher baud if there were some standard guidelines to follow. Then I could leisurely go through the information from my hard drive. For example, if I would efficiently down load 1 meg of information to my hard drive, I'm sure it would take a while to browse through that info, but it would be off line time.
The PSInet setup is an interesting way of retrieving and sending your email. Though I do not have an account with them yet, it seems their computer on line time is very minimum, which means inexpensive for long distance charges.
As a math high school teacher, I would like to have my students write email to other students in Nebraska (or even across the world) and have they discuss their current math studies and/or projects.
I would like to have my seniors be able to look at current college requirements on internet.
I would like to find a bulletin board that would cater to math puzzles and problems for high school level students.
As an educator, I already have benefited from posted workshops and stipended sessions. Several have been on internet, and I have applied, been accepted and have grown professionally from the result. I think those things are even worth the long distance phone charges.
As an Nebraskan, I would love to be able to know where to download some historical information about the Indian tribes of Nebraska. I am sure this information exists, but retrieval isn't that easy for me at this time.

As an internet user, it would be great to download some simple instructions for ftp, binary, and other stuff that is difficult to understand and expensive to trial and error while on long distance line.

I live in x which is 200 miles from Lincoln or Omaha and 110 miles from Grand Island. It's kind of remote out here, yet with internet I could get computer expertise from anywhere in the USA, if I just knew where to look. It's like looking into the sky and wondering where to point the telescope to find new worlds.

Though I teach mathematics, I would not hesitate to use science information on internet to stimulate my classes. Math is always in use with the science disciplines.

To: feedback@sst.ncsl.nist.gov
Date: Thu, 23 Jun 94 21:57:05 EDT
Subject: NARA/NIST

Judi and Steve,
THANK YOU! I received your letter a few days ago, and I am really excited about the NARA prospects you mention. Unfortunately, I am thoroughly enmeshed in a very intensive project (with unrealistic deadlines) at this time and was unable to make it to the meetings this week. I will also be out of state in July when you have your next meetings scheduled. Is there any way I can stay on your mailing list and perhaps get follow-up info from you? I AM really interested in this project. I AM also interested in attending such meetings in the future should they arise. Or might there be a tape of the programs that I could rent when I get back?

I am a writer/librarian/historian/educator. I am very interested in making history info more accessible to all citizens. I am particularly interested in the American frontier and Native Americans. I am currently hooked up to e-mail on AOL and am looking forward to using Internet for myself and for my students. My school in NE is not yet connected to Interne and so I have been using my home AOL account to access e-mail info for my fellow teachers and students. We are very anxious to get on-line at school! In fact, we used my AOL e-mail for two different school projects this last school year--one was to correspond with another middle school in NY concerning a book about the night our town was destroyed by tornadoes (Night of the Twisters by Ivy Ruckman, June 3, 1980). The other project was the Arctic Expedition by World Adventure, in which we corresponded with scientists and students all over the world, concerning animal migrations, Arctic conditions, nutrition, etc. It was great!! But we want to reach out even further!! Next year we hope to access some of the NASA files, tie up with a middle school in New Zealand, and make many other connections. We are very pro-technology and are constantly trying to expand our horizons because we have seen the great way this can broaden students' horizons! We've seen many instances where noncommunicative or uninterested students have opened up and become interested in school because of different technological ties.

Personally, I hope I will be able to extend my investigations further and hope to write some books and articles from the information I may be able to access through technology. In particular I am looking for lots of info that is currently located in NARA files and some libraries back east. Unfortunately I do not know which libraries at this time--the experts I have contacted in the past just keep telling me its out there and someplace has--but I do not have the time nor the money to travel back east to search the libraries throughout the whole eastern seaboard. I am also working on several other history projects that involve many other places in the world. The postage is expensive, but the worst part is the waiting. Some of the people I am corresponding with are in their 80s, and it is often 6 months between correspondences. At that rate, much history can be lost in the interim--if not permanently. I am really looking forward to the time when nearly everyone in the world has immediate access to some kind of e-mail or instant message. Yes, I know the telephone system is available and is another possible link, but there are many things that can not be shared via the verbal link. Sometimes I have to send or ask for birth certificates or written info that must be physically sent (and many of my correspondents do not have fax machines yet, either--but then neither does my school).

There are so MANY things we (as teachers and as students) could do if we were all interlinked! We are very willing to do whatever we can to get things going and keep them going. Just tell us what we should do now, please!!

Let me know what questions I can answer for you or what I can do. I am sorry I was unavailable in person--if there was any way I could have been there I would have. I was in attendance at the Governor's conference one Saturday in May and I have been trying to take INTERNET courses here but have been discouraged from doing so. Thank you for trying to help us get online. We are ready, willing, and anxious to do so.

Subject: Pres Garfield
To: feedback@sst.ncsl.nist.gov
Date: Thu, 23 Jun 94 22:51:13 CDT

Greetings to Judi Moline and Steve Otto,
As I was driving home from today's NARA meeting in Lincoln, I thought of the following:
In our geometry curriculum, we come across the Pythagorean Theorem (also known as the Right Triangle Theorem). There are hundreds of proofs of this theorem, but one is especially interesting, because it was proven by our twentieth president of the United States (1831-1881). Does NARA have any documents or the actual paper of President James A. Garfield's proof? I think that would be interesting information in my geometry class. Might you have other information about mathematics and it's impact on our country? There were many minorities that made significant contributions to American life in the area of science and math. Are their achievements in the archives? And are they available to the public?

Date: Fri, 24 Jun 1994 14:55:05
Subject: National Archives Electronic Access Project (Nebraska)
To: feedback@sst.ncsl.nist.gov

Judi Moline and Steve Otto

I attended the meeting held at the Nebraska Center for Continuing Education last night. I enjoyed the opportunity to give you some input into the needs and wants of the Genealogical Community. Just a little information about my background before I make a few additional comments.

As an active genealogist I am very interested in the National Archives and the Electronic Access Project. I would like to volunteer to be of help to you in providing FEEDBACK to you on any specific questions that you might have. Please let me know. Now for a few additional comments:

  1. Electronic Access to National Archives should include more extensive
      indexes and catalogs of holdings and finding aids. These should be
      easily available on your GOPHER Internet resource.

  2. Photographs should be digitalized into a popular format such as GIF and
      made available on Internet.

  3. Video, Sound Clips, Photographs, and Text can be combined into a Multi-
      Media CD-ROM diskette for historical events and localities. ie; Civil
      War, WWI, WWII, Korea, VietNam, Presidential Terms, The Great Depression,
      The Industrial Revolution, etc.

  4. Orders for Fax copies of documents available by order on internet.

  5. Speakers Bureau of Representatives from the National Archives to become
      available to Local Genealogical and Historical Groups who need constant
      program material.

  6. Success stories about some of the unusual places people have found
      information in the National Archives related to Genealogy.

I hope this will help and again, if I can be of any additional help - call.

Date: Thu, 16 Jun 1994 09:10:15 -0500
To: feedback@sst.ncsl.nist.gov
Subject: NAE Access Project

To J. Moline or S. Otto:

An observation from central Nebraska: Of the 12 meetings scheduled, 10 are in Omaha/Lincoln!..a two/three hour drive from Kearney. In Kearney we get only the library, local and family meeting! The Univ. of Nebraska at Kearney has 8,500 students and 300 faculty. Could use some higher ed session at least....Thanks.

Date: Tue, 12 Jul 1994 01:35:30 -0600 (MDT)
Subject: Thanks for your message
To: moline@sst.ncsl.nist.gov

Dear Judi:

Thanks very much for the information about the NARA presentation in Scottsbluff this Friday. I can think of a couple people out that way -- especially one of the guides at Fort Laramie -- who might be interested. I will pass the info along. Sorry I don't have time to plan to get there myself. It sounds interesting.

Maybe you can answer a question for me... I have several catalogs of Natl Archives microfilm holdings and I belong to their census rental program. But I am also researching an old fur trader and am especially interested in his relationship with the tribes of the Upper Missouri. I bought the Natl Archives catalog dealing with their microfilm holdings on American Indians and several of them look as though they could be VERY good for my research. Then again, since they are only part of a reel, it could be that there are only a few letters on each pertaining to the topic of my interest (the Whoop-Up trail out of Fort Benton, MT in the late 1860's) and so I am somewhat reluctant to shell out $23 for them until I have a better idea. If I put in an interlibrary loan request through the Univ. of WY and gave the reel number, etc., would these get loaned out? Or, do you know if they would loan them out to me directly as a member of the census microfilm rental program?? If they have a lot of info, I would probably order them anyway -- but I would hate to spend $23 to find only a few insignificant letters.

If you know the answer, please let me know! And thanks again for your info. If you ever have a similar thing for WY residents, I would certainly love to hear about it.

Appendix F: Data from Preliminary Meetings in May

Beatrice Public Library:

The Nebraska State Genealogy Society houses their collection in the Beatrice Public Library.
Their catalogue is OCLC and is on-line; thirteen libraries are to be joined together electronically within a year.
Beatrice is the resource library for fifteen counties.
The local history collection is in the Heritage Room.
They do inter-library loan of census microfilm.
Their computer is linked to Nebraska On-Line and they have access to the current CD-ROM census in that way.

Auburn Historical Society:

They have newspapers of the surrounding towns on microfilm.
They have cemetery records.
Genealogy is 99% of their business.
They use FAX, telnet, and Nebraska On-Line.

Nebraska City Morton James Public Library:

It is a city library and the largest in the county.
Emphasis is genealogy.
College students from Peru use it.
Interest in multicultural, especially Martin Luther King and Malcolm X.
Uses Nebraska On-Line for census statistics, laws regarding labor, periodicals for college students.
The State Historical Society put newspapers from 1857 on microfilm.

Willa Cather Research Foundation in Red Cloud:

Contains Cather's correspondence (220 local letters), 3 scrapbooks of newspaper clipping sent to a friend, Cather's first editions, references, periodicals.
Young scholars need materials form the 1950s and 1960s.
Red Cloud newspapers are on microfilm from 1878-1960.
2100 photographs of Cather's life.
Cather's will does not allow copying until things are published.
Photographs are on microfilm on loan from the State Historical Society and copies can be obtained.

Appendix G: Data from June and July Meetings

SESSION 1: Monday, June 20, 1994---Family and Local History
7:00 p.m. - 9:30 p.m. CDT, Lincoln Nebraska Center (Nebraska Room)

Attendance: 18 persons attended this session. Of the 14 who pre-registered, 9 attended. At the end of the session, 16 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 1 on Family and Local History Informational Needs.

Kinds of Records / Information:
Civil War
Homestead records
Military records
War of 1812
Ship manifests
Land records
Presidential libraries
Local history
Embassy
Census
Passport records
Passenger lists
Bureau of Indian Affairs
Naturalization records
Multi-media

Where and When Needed:
Home use (at least finding aids)
Research libraries
3-6 months time frame

How You Search / Locate the Information Needed:
Access to finding aids
Extended menus
Guidance on how to access records/information
List of helpful hints
Information on positive results and finding aids
Court records written for non-lawyers

What Format Is Needed:
Faxes
Photocopies
Microfilm/fiche
CD-ROM
Any format you can download and print

How Information Delivered:
Mail
Electronically
Fax

One Thing They Would Tell the Archivist:
Continue to improve responsiveness
Begin putting most used records on computer
Microfilm what isn't

Group Input Summary: The focus of the NARA presentation was "Local and Family History Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Nine attendees are researching family history, and three attendees are researching Nebraska and midwest history. The latter group is looking for many resources: court records, maps and land records, passenger lists, dairies, journals, folk music, forts, homesteading files, silent films, etc.

Profession or Business, and Avocation of Attendees:
Genealogist (6)
Nebraska State Historical Society (6)
Librarian (2)
Computer programmer, State Department of Education
Lancaster County Genealogy Society
Teacher/teacher consultant (2)
Retired employee of U.S. Postal Service

SESSION 2: Tuesday, June 21, 1994---Post Secondary
1:00-3:30 p.m. CDT, Lincoln Nebraska Center (Beatrice Room)

Attendance: 16 persons attended this session. Of the 15 who pre-registered, 12 attended. At the end of the session 13 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 2 on Post Secondary Informational Needs.

Kinds of Records / Information:
Federal Register
Irish Americans
Finding aids on Internet
Overview of finding aids
Frontier forts
Civil War
Recent technology topics
Historical development of Nebraska colleges
K-12 and college curricula topics
Extensive finding aids and full text of documents
World War II records
Still pictures/video
Atomic age subjects
Agency film collections
Indian Affairs
Great Plains

Where and When Needed:
In-state repository

At work---desk (at least finding aids)
Local libraries
5 days max for some researchers
Up to 8 weeks for faculty
15-24 hours of journal articles

How You Search / Locate the Information Needed:
By subject
Geography/time frame/subjects
Easy, practical user interface
Good guidance on how to start a search

What Format Is Needed:
Electronic documents on Internet
CD-ROM
Direct printing from computer screen
Audio clips

Delivery Methods:
On-screen
Federal Express/UPS for non-fax, electronic users
Fax

Group Input Summary: The focus of the NARA presentation was "Post Secondary Education." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
This group of attendees is very diverse. Individually, their work focuses on electronic communication, computing connectivity for the college campus, helping university archives users, general humanities publications, shaping policy for higher education, rules from the Federal Register, procedures for students' right to know, all issues related to kindergarten to doctorate education, historical perspectives on higher education in Nebraska, providing resources to support vocational and academic transfer curriculum, sustainable agriculture. Two attendees listed distance education.

Profession or Business, and Avocation of Attendees:
University of Nebraska faculty (2)
College faculty/staff (4)
Archivist (2)
Nebraska Humanities Council
Post-secondary education agency
Dean of learning resource center
Developer of curriculum

SESSION 3: Wednesday, June 22, 1994---Business, Economics, Law
9:30 a.m. - 12:00 Noon CDT, Omaha P-K Center, (102B)

Attendance: 7 persons attended this session. Of the 5 who pre-registered, 4 attended. At the end of the session, 6 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 4 on Business, Economics, Law Informational Needs.

Kinds of Records / Information:
Still pictures
Census information
Nebraska history
Government Manual (full-text)
Grant writing and requirements
Summary statistical information
Social Security information
Law in education
Code of Federal Regulations
Agency regulations
Defense site information for future industrial sites
"How to" guidance on pursuing/beginning research
On-line index (findings aids)
Health records - NIH
Passenger lists
Case law
Federal Register

Where and When Needed:
Home
School
Office
Library
Time frame---immediate to week
Time depends on use for the information and currency of need

How You Search / Locate the Information Needed:
Electronic findings aids
JPEG, MPEG, PDF for WAIS/MOSAIC users
Create an index on archivists' experiences
Content-oriented
Time frame/geography/subject

What Format Is Needed:
List formats on-line
No microfilm
Fax
Interactive video disks

How Information Delivered:
Interactive on-line ordering
Computer download
E-mail

Questions / Issues:
Learn lesson from other Federal agencies making their information available

Group Input Summary: The focus of the NARA presentation was "Business, Economics, Law Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:

One attendee is doing federal/state/local government research, business and economic research, and genealogy. Another attendee is exploring needs of bar association members and how to best disseminate legal information to them. One attendee wants to repackage information electronically; another one is doing medical research.

Profession or Business, and Avocation of Attendees:
Nebraska State Data Center (2)
Nebraska Bar Association
Librarian (2)
Computer company

SESSION 4: Wednesday, June 22, 1994---K-12
1:30 p.m. - 4:00 p.m. CDT, Omaha TAC Bldg (201-202)

Attendance: 16 persons attended this session. Of the 14 who pre-registered, 10 attended. At the end of the session 13 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 5 on K-12 Informational Needs.

Kinds of Records / Information:
Information related to other countries
Status of legislative bills moving through Congress
Federal Register on-line
Grants and funding information
Graphic images
Political cartoons
K-12 subjects in teaching curricula
Architectural plans/drawings
Items that add color to subject being taught
Information on major historical events
Science and technology
Statistical information
Current events
Information providing background/linkages to current events
UFOs
Multi-media information
Indexes/finding aids on-line

Where and When Needed:
On-line, not place specific
Homes
Schools
Grants information needed ASAP
1-2 weeks

How You Search / Locate the Information Needed:
Internet access/searchable gopher
Extensive index by subject/grade level
Keyword/full-text searching
Linkages and pointers
Time period/geographic location/subjects/personal names
Easy to navigate system of information

What Format Is Needed:
CD-ROM issued annually to state (area)
CD-ROM for state historical areas of Internet
MacIntosh and PC
Full text document delivery
Resources on-line on Internet
CD-ROM rather than paper publications

How Information Delivered:
Fax
CD-ROM
Electronically down-loadable
Internet

Questions/Issues:
Students are visual
Linkages are important for navigation
On-line ordering and expedited billing processes for schools should be explored, perhaps a subscription type of service

Group Input Summary: The focus of the NARA presentation was "K-12 Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Six attendees are providing technology support to students and teachers through media centers and libraries. One attendee needs immediate access to the Federal Register; another researches grants, bills, etc. for a school district; two attendees are involved in K-8 or K-12 education; one is researching material for high school social studies classes.

Profession or Business, and Avocation of Attendees:
Media specialist (2)
Administrator
Teacher (5)
Librarian (3)
Grant writer

SESSION 5: Thursday, June 23, 1994---Government Officials
2:00 p.m. - 4:30 p.m. CDT, Lincoln Nebraska Center (Beatrice Room)

Attendance: 12 persons attended this session. Of the 10 who pre-registered, 6 attended. At the end of the session 11 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 6 on Government Officials' Informational Needs.

Kinds of Records / Information:
Movies/motion pictures
Maps
Statistics, CPI
Water issues
Still photos

Status of legislative bills
Government Manual on-line
Toxic waste information
Native American issues, history, records
Updated government information locator
Guidance on how to get started
Grants information/ funding sources
Legal/law related information
Genealogical information
Artifacts
Finding aids

Where and When Needed:
Work
Home
Legal information/regulations needed today
1 week for ordered items
Time frame needed depends on use
Media information needed immediately to 1 week
Next day service

How You Search / Locate Information Needed:
Subject/date (time frames)/geographic location
Personal names
Keywords, boolean searching
Item level indexes
Cross references
Linkages/pointers to related topics
References to other agencies information
On-line ordering and billing
Fully interactive searching

What Format Is Needed:
CD-ROM for static, historical information
Down-loadable full-text of finding aids and documents
Graphics/visuals not yet acceptable via electronic
High quality photos
paper copies for some items
    (university faculty will take a fine photocopy over fax)
Cable delivery for movies on big screens

How Information Delivered:
On-line
Fax

Questions/issues:
Consider OCLC approach for determining time frame needed
Digital images should be available for review before ordering prints on-line

Group Input Summary: The focus of the NARA presentation was "Government Officials' Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:

Two attendees are interested in rural development, and one college journalism teacher is researching feasibility of offering workshop on how to do oral histories. One attendee needs information on Congressional legislative activity; another is focusing on environmental law and uses the Federal Register; and another research grants and regulations. A government employee researches statutes and other information. One attendee needs electronic access to scientific papers.

Profession or Business, and Avocation of Attendees:
Teacher (2)
Journalist
Librarian (2)
Researcher (2)
Attorney
State government employee

SESSION 6: Thursday, June 23, 1994---Information Service Providers
7:00 p.m. - 9:30 p.m. CDT, Lincoln Nebraska Center (Beatrice Room)

Attendance: 9 persons attended this session. Of the 12 who pre-registered, 8 attended. At the end of the session 8 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 7 on Information Service Providers' Informational Needs.

Kinds of Records / Information:
Census
Law/legal records
US Government Manual on-line
Military records
Supreme Court decisions
Finding aids
Presidents/statesmen
US Code
Topics of interest could be unlimited
How to navigate NARA
Electronic Government Information Locator
Genealogical records/cluster
National Guard
POW/MIA information
Current government information
Pop culture history
Image index
Motion pictures
Multi-media

Where and When Needed:
Office
Schools
Libraries
Historical Societies
Homes (if equal access is available)
Time frame dependent on context and use and volume of information needed
Up to 30 minutes
Up to 2-3 weeks

How You Search / Locate the Information Needed:
Subject/time frame/geographic location
Agency source
Type of record
Individuals' names
Keyword searching/boolean searching

What Format Is Needed:
CD-ROM indexes
Print-outs
On-line and downloadable
Paper
No microfilm for use in schools

How Information Delivered:
Electronic on-line
Mail for photos, etc.
Internet
Fax
Cable TV
Telephone

Questions/Issues:
Expand citizens' awareness of what's available
Use video-conferencing for training on NARA, similar to this presentation
Satellite training on NARA, public TV, videotapes
Equal access is important for all citizens
Privacy concerns are important in electronic environment
NARA could serve as gateway to government information
Priorities should be established on supply/demand and current use patterns

Group Input Summary: The focus of the NARA presentation was "Information Service Providers'
Informational Needs." The information needs input of this session was influenced by the background of the
individuals attending the session. Below are two summaries based on information provided by the attendees.
First is a summary of the work of the attendees that might cause them to need to use the resources found in
NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Four librarian attendees would use NARA resources in their work; two educators want information about K-12
and arts education, including funding sources. One attendee researches general information in his marketing
job; another focuses on continuing ed courses and information for lawyers.

Profession or Business, and Avocation of Attendees:
Librarian (3)
Telephone marketing manager
Association executive
Superintendent
Arts/education administrator

SESSION 7: Monday, July 11, 1994---K-12
7:00 p.m. - 9:30 p.m. CDT, Lincoln High School Auditorium

Attendance: 21 persons attended this session. Of the 22 who pre-registered, 12 attended. At the end of the
session, 15 attendees provided their names and addresses so we could send them a questionnaire or talk with
them again.

Group Input: The following information was captured on flip charts during Session 8 on K-12 Informational Needs.

Kinds of Records / Information:
Where to go for current information on each item
Grant information
Civil disobedience
Student assessment
Rare elements (Chemistry)
Native American, Multi-Cultural History (especially current information)
Legislative bills, issues
Tribal issues
Role of humor in healing
Women in history
Documents to bring history to life
Documents that could be used in English class related to other subjects
Access to documents in order to select own teaching aids
Starter kits as primers for teachers to build on
Finding aids with keyword search (aka "Ask Eric")
E-mail access to each NARA facility and what they have
WWII videos
Old newsreels

Where and When Needed:
Everywhere, now
On-line quality for down-loading
Thumbnails for browsing
Public libraries, schools
Internet local node via modem

How You Search / Locate the Information Needed:
Non-commercial access
Individual, not pre-packaged
Keyword search aka "Ask ERIC"
Not by subject headings (i.e. those of LC)
Via abstracts
All searches done on Internet, delivery format could be CD-ROM, etc.
By curriculum topics

What Format Is Needed:
OCRed text documents
CD-ROM (Note: all information on CD-ROM should also be available on-line)
Photo CD as part of starter kits
Standard compression formats on down-loadable images, JPEG, etc.
Platform independent
Images must be tagged with descriptors: source info and descriptions, etc.

How Information Delivered:
Internet (keep access equitable)
Video teleconference---interactive with NARA
Request by gopher allowing return mail or down-load
On-line ordering
Bulk off-hour down-load of pre-selected items

One Thing They Would Tell the Archivist:

Other history than white-males needed
Start shallow but broad---high-level
Pictures of individuals
When cataloguing, keep the audience in mind
Keep as much as possible in the public domain
27 Oct ESU Conference - NEMA (? Nebraska Educational Media Assoc)

Group Input Summary: The focus of the NARA presentation was "K-12 Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Nine attendees are involved in finding/sharing information with students and teachers in a variety of school situations; one is an information resource for public/private institutions. One attendee studies Native American, Asian, African American Latino topics. One depends heavily on electronic access to locate grant and contract announcements, legislation, etc.

Profession or Business, and Avocation of Attendees:
Teacher (3)
Media specialist (5)
Information supervisor for Internet provider
Nebraska Humanities Council
Coordinator to help teachers use Internet
State information officer
Curriculum administrator

SESSION 8: Tuesday, July 12, 1994---Post Secondary
2:00 p.m. - 4:30 p.m. CDT, Omaha P-K Center (102A)

Attendance: 4 persons attended this session. Of the 13 who pre-registered, 2 attended. At the end of the session, no attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 9 on Post Secondary Education Informational Needs.

Kinds of Records / Information:
Locator, finding aids
Help for librarians/instructors to find out what NARA has
Comprehensive finding aids
OCLC type indexers
Economic development (patents, etc.)
Work with Nebraska Library Commission
Finding aids need to be "Quick Access"
Legal research materials for paralegal classes
Truman Library Student Research Project put on-line
No copyright problems
Current events available immediately
Pointers to other sources
Grant information, other administration items---Federal Register and Statutes
Statistical abstract information

Where and When Needed:

Access equitable
Occasional Federal Register access should be free or nearly so
Regional electronic archives network with pointers with multiple
  mirrored copies/sites

How You Search / Locate the Information Needed:
Natural language interface
Tie into State Library Commission
Subject plus keyword search
Need thesaurus/synonym capability (ESOL students especially need this)
On-line ordering

What Format Is Needed:
CD-ROM---full-text
Laser disk

How Information Delivered:
800 numbers---regionalized to avoid long waits
900 numbers---maybe
Down-load for off-line review
No busy signals on dial-up to Internet access
No serve lock-ups due to lack of ports
FTP download
Do simple and easiest stuff first for broad audience
Variety of methods and cheap as possible
Subscription service/open accounts ability
Teaching aids info/kits

Group Input Summary: The focus of the NARA presentation was "Post Secondary Education Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. The participants in this group were looking for information to take to new jobs. They did not give us information about their research or professions.

SESSION 9: Tuesday, July 12, 1994---Family and Local History
7:00 pm. - 9:30 p.m. CDT, Omaha P-K Center (102A)

Attendance: 13 persons attended this session. Of the 13 who pre-registered, 9 attended. At the end of the session, 10 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 10 on Family and Local History Informational Needs.

Kinds of Records / Information:
Indian Affairs Office---letters received file
Individual Relief Laws and Index
Papers of Continental Congress
Confederate records and slave records
Boys Town Alumni in World War II
Baltimore port ship records
Tax list for 1863-64 (Tennessee and other states, too)
Census records
Civil War records
Railroad records
Ellis Island records

Still photos, maps, finding aids
Comprehensive indexes, cataloging, finding aids on-line

Where and When Needed:
Expectations are "immediate" but can wait for valuable information
Libraries
Home
Public library with free Internet access
Internet

How You Search / Locate Information Needed:
Citations are important
Locale for photos
Keyword
"Debra Newman's" Guides
Place/location, name and Soundex name, time frame
First, before everything, you have to know what's there

What Format Is Needed:
CD-ROM has an electronic microfilm
Indexes (selected) and other finding aids on diskettes
Brochures, catalogues, etc. on diskette, especially for the visually impaired
  since software can help the user "read"
Printout via printer at each PC (some libraries don't provide this)

How Information Delivered:
NARA forms via fax on demand
Public library

Group Input Summary: The focus of the NARA presentation was "Family and Local History Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Six attendees listed genealogy; two listed local history. One attendee is studying territory land records and Revolutionary War records. One needs to be updated constantly on federal rewards.

Profession or Business, and Avocation of Attendees:
Journalist
Genealogist (7)
Writer
College teacher

SESSION 10: Wednesday, July 13, 1994---Family and Local History
6:00 p.m. - 8:30 p.m. CDT, Kearney Public Library Meeting Facility

Attendance: 31 persons attended this session. Of the 13 who pre-registered, 11 attended. At the end of the session 23 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 11 on Family and Local History Informational Needs.

Kinds of Records / Information:
Hessian soldier list from about 1776
Federal Writer's Project ---folklore
Revolutionary War
"Complete" file of county records (Form 80 Reply)
French and Indian War
Homestead and Tree Claim Files---Kinkaid Act
Indian Affairs
Citizenship files---Naturalization
Maps---historical
Homestead records
Electronic inventory on-line
Electronic forms
Aerial photos
Legislative proceedings---current

Where and When Needed:
Local library
Home
Archive area of museums
Electronic ordering
Form by fax
Book of forms for copying
Historical societies
Vet's Service Office
State Historical Society Field Service Office
Maximum of one month delay for genealogy records

How You Search / Locate the Information Needed:
Subject
Keyword, everyday language, natural language
Name
Browsing
Geographic
Agency name
Via footnotes, cross references
Township and range
Place name
GPS---geographic position

What Format Is Needed:
Put more things on microfilm, e.g., homestead records
Microfilm is often not useable
Hardcopy as a final product---from microfilm and from downloaded files
Fax
USPS
Express mail, e.g., second day air

How Information Delivered:
Electronic browsing/exploration for students and others
Indexes downloadable to PC
Audio and video capability (K-12, information provider and post secondary)
Downloadable maps
Microfilm available by interlibrary loan

One Thing They Would Tell the Archivist:

Track use for decision on what to put up
Local information centers for public use---working with local businesses

Group Input Summary: The focus of the NARA presentation was "Family and Local History Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Twelve attendees are studying genealogy, and 9 are studying local or national history. One specifically wants World War II photos, and another is researching the Revolutionary War and Civil War. Other areas of research include, individually, student reporting projects, library reference, education economic development, and work related to a museum and historical society.

Profession or Business, and Avocation of Attendees:
Historian (2)
College teacher (2)
Historical museum director/specialist/volunteer (3)
Librarian (3)
Genealogist (4)
Nebraska State Historical Society
Teacher
Student (2)
Adams County Historical Society

SESSION 11: Thursday, July 14, 1994---Family and Local History
5:00 p.m. - 7:30 p.m. MDT, Scottsbluff Public Library

Attendance: 16 persons attended this session. Of the 7 who pre-registered, 5 attended. At the end of the session 16 attendees provided their names and addresses so we could send them a questionnaire or talk with them again.

Group Input: The following information was captured on flip charts during Session 12 on Family and Local History Informational Needs.

Kinds of Records / Information:
WPA farmstead records
Land records and Post Office records
Civil War records
Census records
WW II photos
Ship's passenger lists
CCC records
Presidential (Eisenhower)
Military
Homestead records
Pension records
RR records
RR pension records
Cherokee records
Confederate records
Grant information
How to get started package
Indexes, finding aids

Broad general indexes
Pointers to start the search path WITH FORMS

Where and When Needed:
Scottsbluff
Local and college libraries
2 - 3 weeks for genealogy items
Home
FAX

How You Search / Locate the Information Needed:
Need on-line, e-mail research assistance
Browsing
Index by area name
Personal networking
Cross-reference
Point and click, a'la gopher

What Format Is Needed:
On-line ordering using membership number to facilitate charging
FAX
Phone using membership number to facilitate charging
Digitized images
Digitize items as they are requested, but always maintain originals

How Information Delivered:
Electronic desktop conferencing
On-line, e-mail research help
Forms available via FAX, booklet, etc.
Pay by credit card electronically

Group Input Summary: The focus of the NARA presentation was "Family and Local History Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Eight attendees are studying genealogy, and six are studying local history. Four attendees are interested in military history, and one attendee researches World War II information. A librarian researches a variety of information, and a professor is studying electronic information access.

Profession or Business, and Avocation of Attendees:
Genealogist (4)
State Historical Preservation Board
Dawes County Historical Society Museum
Student
Librarian (4)
College teacher

 SESSION 12: Tuesday, July 19, 1994---Veterans
2:00 p.m. - 4:30 p.m. CDT, U.S. Department of Veterans Affairs, Training Room, Lincoln Nebraska

Attendance: 25 persons attended this session. Of the 15 who pre-registered, 12 attended. At the end of the session 16 attendees provided their names and addresses so we could send them a questionnaire or talk with

them again.

Group Input: The following information was captured on flip charts during Session 13 on Veterans' Informational Needs.

One Thing They Would Tell the Archivist:
Speed up processing/research time
Need overall networking capability among service providers
FOIA/FOJA (Public Info) available on-line
Do some pilots like DD214's for Homeless Vets
Maybe let St. Louis send mag tapes or on-line records back to VA
Locator Information
St. Louis BBS

Kinds of Records / Information:
POW-MIA
Philippine scouts/guerrillas
Individual military service records
Medical Records---out patient
Clinical (Hospital) records
Psychiatric records
Management of VA facilities
Corrected military records (prompted by Jan)
Military pay records---all services
VA eligibility records
Military uniform pictures (prompted by Jan)
Ship pictures (prompted by Jan)

Where and When Needed:
VA should have priority of some kind
Levels of priority (brought up by John)
E-mail delivery
Maybe library or court house
FAX

How You Search / Locate the Information Needed:
Demographic information on vets
Name and date of birth for old records (plus city and state?)
Keyword for research topics

What Format Is Needed:
Paper, hard copy with legal seal
VA could use electronic, FAX, etc. as they have enough other
  sources to certify claims

How Information Delivered:
FAX
E-mail
Paper by mail

Group Input Summary: The focus of the NARA presentation was "Veterans Informational Needs." The information needs input of this session was influenced by the background of the individuals attending the session. Below are two summaries based on information provided by the attendees. First is a summary of the work of the attendees that might cause them to need to use the resources found in NARA. Second is a list of the profession, business, or avocation of the attendees.

Work/Research:
Ten attendees focus on obtaining medical, service records, and other benefits for veterans. One attendee researches POWs and MIAs. One processes retirements for the National Guard; another works with pension files. One reviews and recommends information for members; one administers VA homes. One attendee studies genealogy and census records.

Profession or Business, and Avocation of Attendees:
State service officer (9)
VA claims processor/medical administration (2)
Army National Guard (2)
Teacher
Political scientist
Military records specialist
Midnet information officer
Librarian

Appendix H: Sample Discussion - Video Tapescript

NARA Video: Judi Moline, Moderator, August 1994

[Note: Many answers were inaudible due to background noise. Individual audience members responding to the same questions are separated by four dots.]

Judi Moline (JM): What materials have you needed recently that may or may not have been available in the Archives?

Audience: Japanese internment....correlation between social studies and literature....regional communications....authentic assessment....I teach native American and multicultural history. We're interested in anything from literature to documents that give any insight to the histories / anything other than white male history....want documents about tribal issues....legislative issues....pueblos (junior highs interested)....role of humor in healing....individual human stories that are microcosms of the larger issues...current history of Indians; what are they doing NOW?

JM: What they told us in Omaha was: information related to other countries, legislative bills moving through Congress, the Federal Registrar, grants information (which we did get), graphic images, political cartoons, K-12 subjects and the teaching curriculum, architectural drawings, items that add color to subjects being taught, information on major historical events, science and technology, statistical information, current events, multimedia information, UFOs (which we got), indexes and finding aids on-line. Given this, does this spark any other things?

Audience: Women in history....real documents....Louis Hine photos; I could have used that so much in my research. When giving slide lectures, that kind of thing is absolutely vital....World War II propaganda films--- are they on videotape?....I can answer that quickly. Not at this point; they still just on the reel-to-reel....The current event reels that they used to show in theatres---movie channel has them. That's wonderful stuff. I don't know if that's available to or not....Yes.

JM: Actually, what I've heard---that we didn't hear earlier---is that you would like to have documents to use in place of, or to supplement, text words. And using it for literature as well as the subject. That's a big difference from what we've heard in previous sessions.

Audience: We're thinking of giving the children 2 documents to process.

JM: Who do you want to select these?

Audience: My husband's a teacher; he doesn't have time to do this....some commercial products are available....is Archives planning to use OCR?

JM: The need for OCR is something we want to document on our list, that that's what you think you need.

Audience: Before you were talking about having photocopies of documents. Having them on electronic form would be wonderful. You originally spend all this time trying to make photocopies look like the real thing....This needs to be like the library where you don't have to pay. It's $7.50 a print, even though that's the National Archives' cost...There's a pilot project called Diplomats Online....That's another issue that impacts education---publishers getting into the marketplace....Senator Kerrey from Nebraska wants us to get money from companies and corporations, I think that's really important that we look at OTHER places rather than commercial publishers for information we need...teachers aren't paying for electronic information, but the district is; it's not free.... keep access equitable. If we start selling information, it will eliminate large chunks of people [who want to use the information].

NARA: First of all, we should be careful. Right now we only have experimental things to make documents

available. Part of what we want here is to find out whether you find this desirable. What we're hearing very strongly is that you want actual documents available, especially if they're public domain documents that you can get very cheaply. Most of the things in the National Archives that are produced by the government are in the public domain; there's no copyright. Even some of the other information can be released by the Freedom of Information Act.

JM: You've really emphasized documents. What about finding aids? Is that something that you'd really use, and then still get information in traditional ways?

Audience: It would be nice when if I know what subject my key words are---[there'd be a system similar to what I use know when a librarian answers my questions within 48 hours]...There are students who don't know what key words are for full text documents....want directory of location of things...want Gopher....subject headings are limited....students will need to be taught electronic research skills....[key words] prevent students from saying "I want everything you have on marijuana."

NARA: If you have a collection of hundreds of thousands of documents, someone has to determine what key words are printed in the public fields. Students can have guides. These guides can have lots of different levels. We can tell you if we have 300 photos of Nebraska, but then you have to [do more research to find them.]

JM: [Defines and briefly discusses finding aids] Abstracts would be useful. There may be some popular pieces that everyone will use.

Audience: The more you can keep and record what every teacher in America wants, the better. Ask history teachers what they want. [JM replies that in a limited survey, she has. One history newsletter carried the announcement and it was ignored by readers.] ....As a history teacher, I want information about the trial of Standing Bear, which leads to immigrants of Germans from Russia into the Great Plains, which leads to children working in the beet fields, which leads to the photographer Louis Hine who photographed them.

Audience: I'm from the University of Nebraska Press. [We understand] what you've just described. We want to interweave this kind of stuff--it's not cheap....We want teachers to work pathways through the wonderful frontier of information. Part of the difficulty is trying to find out how to make interconnections work. A good way to go is if social studies teachers develop a priority list. Gather the teachers and favorite 100 things; make it available to all teachers in the state.

NARA: You're identifying priority documents---that's a good way to go.

Audience: We hear at the Humanities Council that people are reinventing the wheel, especially with multicultural education It's a big problem. A teacher is Scottsbluff has a fabulous thing; the Winnebago travel kit is great here. But how can you get it from to one another without everybody duplicating their work? I can see this as being just another spinoff of that same problem.

JM: Duplication?

Audience: Yes, when people have access to information and put it together in a really novel way---to say, "Hey e-mail. I've got this."

JM: But that's your problem. If Archives makes it available, you all have to organize yourselves so that you use your e-mail. You probably have better resources than a lot of states for communicating with each other about what you've done with the material. OK. Where and when do you need this information?

Audience: Everywhere! Now! [laughter]

JM: OK, what did they say over here? They said: on-line, home, school, grants information needed as soon as possible. One to two weeks is when they said they needed their information.

Audience: If you're scanning things for photographs, and saying, "I want these two pictures from three kids," I

want to download it.

JM: OK, that 's perfect valid. But media doesn't. They need high priority prints, so we need to hear this from you.

Audience: I'm with you. As a teacher, I use the thumbnails for research and then download the actual print....Isn't there a telephone line?....Have you heard of the Net blazer? We're going to support that this year....A lot of districts wouldn't have that capacity but they would be able to go to an ESE but would go to a place that has a printer....You'd be surprised how affordable [something like a Net blazer is]. Students do this from their homes?....There's so many computers in the home now.

JM: Do most of your students have [??????] machines?

Audience: Libraries have them. Students don't have accounts at home, but teachers do....We're providing access to Internet to students at home with phone line.

JM: What other formats? You've only really said OCR text documents, which could be Internet.

Audience: They should be platform independent...similar impression formats.

JM: You brought up an interesting point. You said: "Somebody select them." That sort of contradicts something you said earlier. You want Archives to take a topic and put ALL of that topic on-line and not just select a few?

Audience: Out of a stack of 25 pictures, I'd like to choose these 24....Should they have captions and descriptions?....Yes.

JM: That's one of the questions. How are students in writing reports going to document their source? If they pull pictures off the network, will you accept it if it's not documented?

Audience: If they say it's from the National Archives, yes....Microfilm absolute last choice.

JM: In Omaha, they said format CD-ROM issued annually from the state, which sort of summarizes things about the state. They talked about PCs and MacIntosh, resources on-line on the Internet, CD-ROM for state historical areas, everything pertinent to the state being available because that might not change, so CD-ROM is a little more permanent. Then full-text document delivery either on network or through the mail, CD-ROM rather than paper publications. You're shaking your heads. Most of you have been talking about Internet rather than CD-ROM. I'm reading you again.

Audience: We have a real problem in our office in that people are coming to us wanting to create CD-ROM stuff, and hey, you need money to buy CD-ROM. I imagine schools are in the same situation. So we think that's pretty far down the pike for us.

JM: Internet?

Audience: We have Internet in our office now....That's unique to Nebraska [Internet and CD-ROM on the back burner in schools:] we're unique in Nebraska.

JM: Actually, you're unique, but you're not as unique as you were a few months ago because now Maryland has mandated Internet for every family and every household. They're making it available. Gopher's free to get started. Our county's for September.... Internet is the bigger search tool.

Audience: 10,000 people a week are signing up for Internet. Like any new technology, you think it will be great at the outset. But there's a lot of wasted space in Internet. In specific areas like graphs where you aren't able to download them at the present time, CD-ROM fills that gap---if it's done right. I see Internet as being a bit overblown right now. How do I get to all this stuff? It takes time to locate. In our afternoon classes there's gridlock; it takes 10 minutes to log-on.

JM: Actually, this has been a very active group. What ONE thing would you tell the archivist---whether it's material you wanted, medium you wanted, what's important to you as an individual?

Audience: History other than white male history....begin with a broad, shallow approach...indexing order....focus on ability to locate information....prepare helping aids to find information....want pictures of individuals....categorize at the highest level....want ability to network with other groups working on the same subject, so we can share hints (example: teaching junior highs about homelessness)....easy access....self-explanatory instructions....information organized by subject....keep as much as possible in the public domain....create way to "funnel down" initial search so that information will appear very quickly on screen; don't want to wait 20 minutes....Archives should work with NEMA and media specialists and ESUs in Nebraska on this project.

JM: We have 16 minutes left. UFO's is first on the list.

Audience: All of the records about UFOs are in the Air Force Blue Book, and all the people who sighted UFOs, which would be of interest to junior highs. Some is on microfilm; the electronic handout sheet has addresses and phone numbers.

JM: Tribal issues.

Audience: Go to the Bureau of Indian Affairs to find out what's going on. I have three interns working in my office at Archives now studying tribal issues...

JM: Archives doesn't have current issues though.

Audience: [Indian representative?]: We have records for Indians from Nebraska, Iowa, Kansas, Missouri, and some of Oklahoma. Have offices for Indian agencies and extensive microfilm collection. Many Indian records aren't federal; you have to contact tribal councils for them....Indians played a special role in U.S. government. That ethnic group is more completely documented than any other ethnic group. We don't have federal offices for African Americans and other groups....in Nebraska, Indians is a live and vital issue....need documentation about Indian land...we don't have indexing mechanisms to find this.

[end]

Appendix I: Data from August Visits

Norfolk, Nebraska---August 1994

Attendance: 5 persons attended this session.

Input from Attendees:
Kinds of Records/Information:
Information for people who cannot drive to school for higher education
Census records
Marriage licenses
War records
School records
Historical significance of weather events
Weather/climate for junior high science classes
History for junior high classes
NASA expenditures
Environmental Protection Agency records for speech classes
History of democracy
Stock market material (CPI Index)
Basic financial forecasting
U.S. westward expansion
Bureau of Indian Affairs - Indian tribes/Indian diaries
Astronomy - sunspots
Federal Register (but too expensive)

Where and When Needed:
Home
School
Library
Toll-free lines
Immediately - Immediate down-load
24-48 hours for schools
Genealogists will wait longer

How You Search/Locate the Information Needed:
Complete index useful---even for obscure information
Internet
Government document specialist in college library

What Format Is Needed:
Scanned photos with better and higher resolutions than available now
Ability to download immediately on CD-ROM or laser disk

How Information Delivered:
Electronically
User fees/subscription acceptable

One Thing They Would Tell the Archivist:
NARA should be selective about what it digitizes
Want ability to retrieve information from home computer
Include climate/national weather records
Share teachers' successful uses of subjects
On-line access only to items frequently used

Work/Research of Attendees:
One attendee teaches American history; another teaches weather/climate and NASA-related information; and a third is a junior high media specialist. One attendee is chairman of a group building a video educational network.

Profession or Business, and Avocation of Attendees:
Teacher (2)
Media specialist
Educational network executive
Genealogist

Wayne, Nebraska---August 1994

Attendance: 10 persons attended this session.

Kinds of Records/Information:
Voting records
Economic records
Health agency records covering period of time from CDC and NIH
Old newsreels
History of sports, especially Olympics (French/Canadian Archives has done some of this)

Where and When Needed:

How You Search/Locate the Information Needed:
Internet: to search, order, receive
Indexes
Communication law---FCC
Community standards

What Format Is Needed:
Paper
High end at receiver's end
Multimedia---need digitized images
Key word, then time/place

How Information Delivered:
3-5 days
$3-25 per item for document delivery

One Thing They Would Tell the Archivist:
Want "Ethics and Values" info for junior high environment class
Want "Technology and Society" information for junior high class
Patent information on-line
Give us pool of information to look at, then standards to find specifics
Want multimedia and publications fulfillment; native American development (land rights, water rights)
Mass communications
Video showing scenario of how student works
List of NARA sites and holdings
On-line search system not as complex as LC

Work/Research:
Seven attendees are individually researching these subjects: (1) voting/economic records (2) Civil War, U.S. lighthouse service, native Americans (3) regional information in business/agriculture (4) American culture (5)

media/journalism (6) language/broadcasting/journalism (7) exercise/metabolism/fitness. One attendee teaches computer classes.

Profession or Business, and Avocation of Attendees:
Researcher (2)
Teacher (5)
Librarians (2)
Network manager

Santee, Nebraska---August 1994

Attendance: 4 persons attended this session.

Kinds of Records/Information:
What information is available?
Lands reverting to public domain
History of Post office in Santee (p.o. doesn't exist now)
Indian studies
History of Indian letters, documents, treaties (some available through Minnesota Historical Society)
1862 uprising
Bureau of Indian Affairs
History of executive orders that set up reservations in Nebraska (and how/why it reverted to public domain)
WPA and CCC
1944 dams for flood control
WPA rights for roads---status of roads, county vs. state.
Thurston county, especially Indian and non-Indians in Indian territory
Early BIA records (1800 War Department) including letters that show
   policy changes
Federal Register
Healthy Start Service (databases connected between tribes)
Allotment Act of 1887
Leaders of Dakota Bands
Pierre Radison (1648), details of clothing
Genealogy before 1800
School and college funding

Where and When Needed:
Community center
School
Library
Community college

How You Search/Locate the Information Needed:
Community college has 800-number access to West Law and Indian Law Center at University of South Dakota in Vermillion.
Medicine: CDC and NIH (90 percent of today's medicines
   are based on Indian medicines)
Healthy Start: 19 sites, via Indian Health Services
Community Colleges in Santee, Omaha, and Winnebago
Indian Net in Rapid City, S.D.
Advanced course where students do research and contact Archives

What Format Is Needed:
Original document copies
Have archived material available

How Information Delivered:
FAX
Photo

One Thing They Would Tell the Archivist:
Repatriation of museum objects to tribal areas (For example, what the Smithsonian has and how they got it)

Work/Research:
Three attendees are researching treaties, government policy, education, contracts, and genealogy. One attendee collects data on infant mortality and Indian health services.

Profession or Business, and Avocation of Attendees:
Tribal representative
Teacher (1)
Network manager
Social services representative

O'Neill, Nebraska---August 1994

Attendance: 2 persons attended this session.

Kinds of Records/Information:
Genealogy
Immigration records
Homestead papers

Where and When Needed:
Library

How You Search/Locate the Information Needed:
Bill Brady Pharmacy in Hastings (consultant)
Mormon churches in Grand Island and Norfolk
In vault (where????)---1000 family records
Took 12 years to do cemeteries of county

What Format Is Needed:
Microfiche

How Information Delivered:
Military/pension records take 3-4 months

One Thing They Would Tell the Archivist:
"The dead will wait and they won't give you any lip"

Work/Research:
Both attendees research genealogy.

Profession or Business, and Avocation of Attendees:
Genealogist (2)

Valentine, Nebraska---August 1994

Attendance: 3 persons attended this session.

Kinds of Records/Information:
Presidential speeches
Fort Niobrara soldiers' rosters
Homestead Act and people who came
Tree claim (shelter belts; additional acres for planting trees)
Indian history (Kidd Wade, hung in Bassett, Neb.; Dr. Middleman;
    horse thieves)
Supreme Court decisions (example: Roe vs. Wade)
National issues
1883
Martin Luther King
Segregation laws
Life in U.S. before integration
Copies of original documents (IMAX sells)
Newsclips on video
WPA project in Rock County
CCC camps
Orphan Train (foster care in Louisiana and Nebraska)

Where and When Needed:
Via bookmobile (rural schools get it every 2 weeks)
Bookmobile makes 33 stops
NEON to OCLC

How You Search/Locate the Information Needed:
Via Educational Service Unit; Valentine a pilot last year
Database
Calendar
Job listings
Library information
Cherry County Historical Society history now on-line

What Format Is Needed:
Internet for NARA materials
Finding aids
Internet (in library---how do we charge the patron for use?)
24 hour access ($1500 a month for on-line)
Nebraska on-line (800 number). Calendar and e-mail available
    with special permission
CD-ROM available in town schools, but only in 21 rural schools
Cost of phone biggest problem

How Information Delivered:
Mail for historical society
FAX for school, county superintendent, library, city hall, county courthouse

One Thing They Would Tell the Archivist:
Tell us what you have
How easy it is to access?
Can I get the same information elsewhere?
Advantage of microfilm for historical items: can be printed out and made into books, newspapers, etc. Patrons
go to historical society to use it.
If microfiche arrives, patrons use library.

Work/Research:

One attendee researches genealogy; one researches questions that come from library patrons; one would teach rural teachers about NARA via Internet.

Profession or Business, and Avocation of Attendees:
County Historical Society
Librarian
School computer coordinator

Chadron, Nebraska---August 1994

Attendance: 2 persons attended this session and talked with the president.

Kinds of Records/Information:
U.S. policy---each decade since 1880
Social work---infants and orphans
Human diversity---ethnic, Native Americans, Hispanics

Where and When Needed:
Quick turnaround
No copyright problems
Videos of history
Information for distance learning

When and Where Needed:
School
Library
Home
College dorm (wired for Internet)

How You Search/Locate the Information Needed:
Finding aids
Database

What Format Is Needed:
WWW---Mosaic or MacWeb
Clips of movies, thumbnails, photographs, documents
CD-ROM for multimedia materials
Download resolution adequate for video production
Index of NARA's public domain photographs
Photo CDs (of promotionals, general classroom, distance learning, and historic trails)

How Information Delivered:
Not FAX
Fast
Ability to download

One Thing They Would Tell the Archivist:
Create electronic system that's easy to search and browse
Linkup---hypertext

Work/Research:
One attendee researches social work policy; one develops multimedia lessons.

Profession or Business, and Avocation of Attendees:
Audiovisual director

Professor

Chadron, Nebraska (Museum of the Fur Trade)---August 1994

Attendance: 2 persons attended this session

Kinds of Records/Information:
Romance of mountain man (30 years over 400 year period)
Lewis and Clark---people they met before L & C dairies written
19th century commercial enterprise in France and Britain
Louisiana Purchase--why didn't Spain commercialize it?
Pressed fur, specifically beaver hats
History of indigenous staff in Chadron area
Non-romantic [mythical] aspects of fur trading; need hard data
Any information about fur trade from 1500-1900
Court records

Where and When Needed:
Fur trading history complex; information usually not quickly available

How You Search/Locate the Information Needed:
Needs guidebook/outline to Archives
Relies on persons who research and know Archives
Ft. Robinson curator does research in Kansas City
Smithsonian has done work on transition from fur trade to reservation
Missouri Historical Society in St. Louis
American Fur Trade (New York) provides microfilm
Computers not installed; maybe not needed
Park Service uses Harpers Ferry for technical research

What Format Is Needed:

How Information Delivered:
Telephone
FAX
Microfilm

One Thing They Would Tell the Archivist:
Museum receives 35,000 written requests annually for information
Fur trade is a neglected part of important U.S. history
Want specific information about Chadron area; not broad park service history

Work/Research: One participant was the curator-researcher in residence. The other was a researcher who helps with all aspects of the operation.

Profession or Business, and Avocation of Attendees:
Curator
Researcher

Alliance, Nebraska---August 1994

Attendance: 6 persons attended this session.

Kinds of Records/Information:

Genealogy
Patents and information on how to get one
Census
Military records
Railroad Retirement Act
Indian treaties
Woodrow Wilson's 14 points
Homestead Act
Science
Social sciences

Where and When Needed:
Library
Home
School
Immediately

How You Search/Locate the Information Needed:
Internet
Would use Federal Register if we knew more about it
Without Archives access, researching is timely or not done at all
Microfilm (storage problems)
Microfiche (costs less)
Interlibrary Loan
Mormon Church archives for genealogy
Nebraska On-line

What Format Is Needed:
CD-ROM (even though it scratches)
Electronic
Want access to full text

How Information Delivered:
Electronically
Have to wait several weeks for military records---national policy

One Thing They Would Tell the Archivist:
National phone directory on-line would be nice
Affordability is primary
Free access most desirable---rural areas pay more for information than do city residents (proposed one-cent town sales tax for library computers might help)
Want online access to be user friendly
Many people use computers at home on Sundays---want access then

Work/Research:
Two attendees are researching business/economic development; one studies WWII history in relation to the local air base; one is a genealogist; and one researches education.

Profession or Business, and Avocation of Attendees:
Museum curator
Librarian
Genealogist
Teacher
Economic development (2)

Scottsbluff, Nebraska---August 1994

Attendance: 5 persons attended this session.

Kinds of Records/Information:
Document reproduction
Full text transcripts---like Charles Manson's parole board transcript
Anthropology
Primary source documents
Federal Register (grant information; updates to CFR)
Documents for history class
Native Americans
Civil War battles
Continental Congress
U.S. history (need images)

Where and When Needed:
Immediately
Schools---all students can have accounts

How You Search/Locate the Information Needed:
Internet (screens now are awful)
CD-ROM
Key words (need more synonyms)

What Format Is Needed:
Good index
Internet
CD-ROM
Ability to download (not possible now in schools)
Slides
Videos
Include graphs on computer
Laser discs (need paper)
No microfilm; CD-ROM is better
Everything should be easy to use

How Information Delivered:
Online
FAX

One Thing They Would Tell the Archivist:
It takes a year of online experience before you can even do "good browsing"
Teachers are still "paper literate"
Priorities: public domain photos. NARA should label them.
Suggestion: ID each item/file with barcode

Work/Research:
Three attendees would use NARA to assist themselves or teachers in preparing reports/projects, and locating
primary source documents. One attendee works in a college library.

Profession or Business, and Avocation of Attendees:
Museum curator
Librarian (2)
Student
Curriculum developer

Ogallala, Nebraska---August 1994

Attendance: 1 person attended this session.

Kinds of Records/Information:
Weather trends
Agriculture statistics (from 1970)
Nebraska wheat yield (based on weather, supply and demand, marketing)
Dateline showing satellite info, news, marketing
Federal government meteorologists
1995 farm bill
Agriculture cash flow (to assist with pricing)
Government farm programs
Farm Home Administration
Export Enhancement Program
Canadian and European government support of farm families
U.S. census (farmer occupation might be deleted---too few)
Farming technology

Where and When Needed:

How You Search/Locate the Information Needed:
DTN---satellite hookup. Has news network, radar weather, government reports, screen with dish ($100/month)
AM radio---gives market conditions hourly
2-way radio on tractor

What Format Is Needed:
On home computer (used for bookkeeping)
Rely on Dones Publications, which is pro-farmer

How Information Delivered:

One Thing They Would Tell the Archivist:
Agriculture is the largest industry in Nebraska---1 million people employed
Con Agra [Omaha-based; in Fortune 50]
Farmers produce more than they can sell

Work/Research:
Profession or Business, and Avocation of Attendees:
Nebraska Wheat Board Member

Sidney, Nebraska---August 1994

Attendance: 3 persons attended this session.

Kinds of Records/Information:
Statistical probability for math classes
Nebraska history---statistical, demographics, census---comparison to other states
Daily weather
Science/earthquakes
Multimedia
Old newsreels

Where and When Needed:
Home (30 percent of students have computers at home; 15 percent have modems)
School
Immediately

How You Search/Locate the Information Needed:
By dialing Educational Service Units; access available to all educators
UNIX (with Gopher)---teachers have accounts; depends on school. Space limit per person.
Need contractual packet with parents giving student's permission to use
Scottsbluff college provides accounts for librarians
Bulletin board is separate from Internet
Alliance/Chadron/Sioux County not part of ESU
Teachers need hands-on courses---available in workshops, graduate credit
E-Mail

What Format Is Needed:
Images---characters and places
Ability to download on Internet (which is better than CD-ROM)
Good searching tools (now they're limited and access difficult due to popularity)

How Information Delivered:
Electronic

One Thing They Would Tell the Archivist:
Current information is what makes Internet fly
Gopher bookmarks need unique ID

Work/Research:

Profession or Business, and Avocation of Attendees:
Teacher
Media specialist
Technology coordinator

North Platte, Nebraska---August 1994

Attendance: 4 persons attended this session.

Kinds of Records/Information:
Corps of Engineers: water, environmental concerns, stream flows
Republican River
Platte River
Dairies
Photographs
Federal Register
Climate
Federal Register (needs reliable index)
Congressional Record
Census
Farm bills
Platte River Valley
Photos of Nebraska
Inventory of natural resources in Nebraska

Where and When Needed:

Immediately (we allow 3 weeks to plan projects)
Schools (have direct connect to MOSAIC)
Home (25-30 percent have computers)

How You Search/Locate the Information Needed:
Press---has Internet
University of Nebraska (wet meadow study; Artesian conditions)
Center for Advanced Land Management Action
Satellite sensory information
NASA
Aerial photographs
Census--break down: some info outdated.
Call in and talk to Archives person
USGS publications (available on-line)

What Format Is Needed:
Electronic
Original documents with graphics
CD-ROM

How Information Delivered:
FAX (enhance photos)

One Thing They Would Tell the Archivist:
Make system affordable
Devise search system for subject, area, date, word, federal agencies

Work/Research:
One attendee researches environmental and earth science issues; one researches curriculum and grant information; one does regional genealogy.

Profession or Business, and Avocation of Attendees:
Hydrologist
School telecomputing coordinator
Journalist
Newspaper publisher

Broken Bow, Nebraska---August 1994

Attendance: 2 persons attended this session.

Kinds of Records/Information:
NASA
Math
Science
Current events
Jupiter
Presidential (and other VIP) speeches---would like on video
Business information---local data/demographics of real estate
Presidential libraries

Where and When Needed:
Home (Broken Bow has been teaching adult computer classes for 10 years)
School (130 computers in system)

How You Search/Locate the Information Needed:
Internet (8-10 teachers have accounts)
Distance learning
Schools are hub in community
Library
Educational Service Units
Dial-up modems in schools

What Format Is Needed:
CD-ROM (would be ideal for museum-type objects)
Video
Internet for current materials

How Information Delivered:
FAX
Uplink/downlink to connect with anyone else in state (quad system)

One Thing They Would Tell the Archivist:
Put sets of materials on CD-ROM regionally organized or thematic
Prepare standards for doing computer-based presentations

Work/Research:

Profession or Business, and Avocation of Attendees:
Superintendent of school
Board member

Kearney, Nebraska---August 1994

Attendance: 3 persons attended this session.

Kinds of Records/Information:
19th century American culture and life
Secretary of War documents
Opening of the American West
Bureau of Indian Affairs
Alaska (need photos)
Original materials

Where and When Needed:
College dorms

How You Search/Locate the Information Needed:
UNK library (has electronic card catalog); UNO library not user friendly

What Format Is Needed:
CD-ROM
Step-by-step paper instructions

How Information Delivered:
FAX high quality (can also be a waste of time)

One Thing They Would Tell the Archivist:
CD-ROM 19th century newspaper too costly ($4500) ????????
CD-ROM that GPO set up disappointing---no finding aids/uniform searching software

Don't promise more service than can be delivered
Look at Vatican collection for sample of interest-grabbing material
Cost of Internet a priority

Work/Research:
One attendee researches genealogy; one is a university library director.

Profession or Business, and Avocation of Attendees:
Genealogist
Librarian
Hospital grant director

Hastings, Nebraska---August 1994

Attendance: 4 persons attended this session.

Kinds of Records/Information:
Genealogy (represents 75% of 1000 requests)
Watergate tapes
Famous speeches
Economic development
Business
Education
Medicine
Government

Where and When Needed:
Hastings College
Hastings Community College

How You Search/Locate the Information Needed:
Nebraska On-line
Data Times (Oklahoma-based newspaper articles)
Mid Net

What Format Is Needed:

How Information Delivered:

One Thing They Would Tell the Archivist:

Work/Research:

Profession or Business, and Avocation of Attendees:
DAV representative
Economic Development Committee representative
Librarian (2)

Grand Island, Nebraska---August 1994

Attendance: 10 persons attended this session.

Kinds of Records/Information:
Genealogy

Freedom of Information Act
Census records
Newspaper articles
Curriculum
Census records
Military records
Land records
Pension records
Historical events
Original documents
Immigration records

Where and When Needed:
Immediately; younger generation won't wait for mail

How You Search/Locate the Information Needed:
Mormon Church archives
Personal contact with archivist

What Format Is Needed:
Finding aids on-line with simple instructions
Cross-referencing
Internet
Digitize material

How Information Delivered:
On-line

One Thing They Would Tell the Archivist:
Need system that's cheap, easy to use
If Archives doesn't have certain material but knows where it is, give location to user

Work/Research:
Four attendees focus on genealogy; one attendee does general historical research (Victorian period to the present); one educator wants NARA available to students for research; two attendees want to know more about NARA resources.

Profession or Business, and Avocation of Attendees:
Librarian
Genealogist
Museum director
Teacher (3)
School superintendent
Data processing

York, Nebraska---August 1994

Attendance: 3 persons attended this session.

Kinds of Records/Information:
Civil War and education at that time
Military records from Great Plains
Ecology, geography, and botany of Great Plains
1930s photos
Weather---observations from individuals

Laws by state such as drinking age, helmet, number of teens, etc.

Where and When Needed:
Schools

How You Search/Locate the Information Needed:
Internet
Nebraska On-line
Topic
LC terms
Boolean logic
Spelling biggest problem
Library---hurdles are connection and maintenance

What Format Is Needed:
Electronic---with proper front-end software and local access numbers
Photos---primary sources
PTO---models, labeling tools
Ability to find thumbnail images and then download them
Documents as images with descriptors
Microfilm

How Information Delivered:
FAX

One Thing They Would Tell the Archivist:
Kids like to browse.

Work/Research:

Profession or Business, and Avocation of Attendees:
Librarian
Media Specialist
Teacher

Winnebago, Nebraska---August 1994

Attendance: 4 persons attended this session.

Kinds of Records/Information:
Information for teaching history classes
Primary source maps
Jesuit diaries
Tribal histories
Uses of waterways
Missouri---how land was measured, how land plats changed before fur trade
Davis Act
Issues of warfare 1500-1600 (peoples' diets, hunting)
Beaver wars/fox wars
Woodland Tribes Migration
Refugees running from wars in the East to escape hunger
Indian colleges in U.S. and Canada
Tribal history and languages
Census records
Maps

Great Lakes
Waterways from Illinois
Illinois economics, ceremonies, gun power, tobacco, affected woodlands, fur trade
Agriculture---description of trees/grasses before Jesuit concepts of gardening and animal husbandry
Migration and language---multicultural
Origins of sign language
Symbols of peace
Leadership---origin and clans
French pre 1600
Easter tribes education in Europe before official government
Society of Jesus---Northern Hemisphere as early as 1200
Probate court 1880-1930
Land descriptions before and after World War II
Davis Act
Laws that impacted Indians
Land stolen from Indians
Food
Cattle
Pork
Bills of sale on steamers and along overland routes
Clothing distribution in New York City (military uniforms)
Battle of Little Bighorn
Federal government attitude toward Indians last 100 years

Where and When Needed:

How You Search/Locate the Information Needed:
Title
Nuberry Library (Chicago) has helped Indian colleges
Genealogy
CROW Agency---yellowtail archives, medicine crow archives
Nebraska Arts Council
Historical societies (though sometimes interpretation is incorrect)
Library modem
Nebraska On-line

What Format Is Needed:
Original source materials
CD-ROM

How Information Delivered:
FAX

One Thing They Would Tell the Archivist:
"We live a lie here in Nebraska"---Indian history isn't being told---need to tell the truth.
Korean War veteran's body not allowed to be buried in Sioux City cemetery in 1951. Buried at Arlington National Cemetery.

Work/Research:
Three attendees research history of the Santee Sioux, Omaha, Winnebago, and Ponca tribes; one attendee studies Indian legal documents available through NARA.

Profession or Business, and Avocation of Attendees:
Indian advocate
Public relations
Teacher

Librarian

Work/Research:
Four attendees focus on genealogy; one attendee does general historical research

Appendix J: Sample Discussion - Script from Audiotape of August Meeting in Norfolk

NARA Meeting in Norfolk, Nebraska---August 1, 1994

Note: The preliminary introduction to the session was not taped.

Attendee: I'm involved in lifelong learning center that we'll build on college campus that will connect 58 schools within 120 miles from here. 80 percent of programming will be done by 10 schools. We'll be tied to universities, Wayne State, etc. It will be biggest high tech project we've tried. We want to take information to people who are base-bound and cannot drive to school for higher education. There will be 2-3 classrooms per school K-12 and will be used after hours.

Attendee: I went on bus tour to Minnesota to see their program. It's used all during the day and after school, too. Used for cosmetology, real estate, emergency personnel. Instruction is video-based in real time. At the university, for example, we have an instructor sitting in a classroom who's talking to 300 kids. 90 percent of Nebraska's school are wired with fiber optics, which greatly enhances ability to do real time. System works on copper now at 15 frames per second. We're proposing 30 frames per second video system.

Judi: How does this tie in with computers or Internet?

Attendee: If you have access to a telephone line and a carrier, you can use Internet. All ESU units should eventually be equipped with computers.

Attendee: I'm state president of the Nebraska genealogy society; our collection is in Beatrice. The counties are coming on-line and starting to go digital---it may take 50 years! Census records, war records, marriage licenses, school records is what our archives is interested in.

Judi: Is junior high interested in these projects?

Attendee: We'd use archives for some history and science class research in junior high class. I've heard that there will be available archived imagery from the past. Kids could do research about historically significant weather events and how they impacted a part of the U.S.

Judi: Archives is on-line with selected data. There are 4 billion pages of materials (plus 9 million aerial photographs) at NARA---won't all be on-line. Federal Register is available, also census, war records, and records from government agencies.

Attendee: I might have kids do research on NASA expenditures: will that be available?

Judi: That's what we want to know.

Attendee: For speech classes, I'd like things about EPA.

Attendee: Do you have info from other countries, such as how democracy developed beginning in England?

Attendee: Sounds like you're looking for the highest usage items to go on-line, not just the most obscure.

Judi: What DOESN'T work is doing studies on what people have requested in the past, because people only request what they know about.

Attendee: If you knew what Archives had, you might request 5,000 other things.

Judi: A high school math teacher wants budgets available.

Attendee: Seems to me that stock market and basic financial forecasting probably would have a lot of application in research and also help with forecasting. I'd be interested in any kind of data regarding climate. You can correlate it with agricultural information and have some really interesting studies.

Attendee: Questions are how far back do you go for stock market info? To the 30s? 60s?

Judi: I think Archives wants to find out what material people say they will use, and then find out if they really DO use it. We could start out shallow and then go broad.

Attendee: My school spends a lot of time on westward expansion. We learned in one meeting that the 1960 census is in a format [at Archives] that only two machines in the world can access---at the Smithsonian and in Tokyo. Now Archives is trying to convert it to something more usable for everyone. If you have information in a digital format it's a lot easier to change.

Judi: There's another issue---a lot of this material may never be digital, although the finding aids may be. Archives is not like libraries---not everything is indexed. Indexing the finding aids digitally would seem to be helpful to most people. If you had a list of finding aids, you could request photocopied sets of data.

Attendee: How do you know what's available today?

Judi: You have to have a topic and call and find your way to an archivist.

Attendee: College libraries have a person who is a government document specialist. I took a class in this---it's still hard---just the tip of the iceberg.

Judi: Would you use indexes over the Internet if it were available?

Attendee: I think Internet will eventually be in every school system, every corporation. It's becoming the only system out there. There's no real good index of imageries. If I know the topic, I can search on CD-ROM most efficiently. To spend 5 minutes downloading one image on Internet isn't worth my time.

Attendee: I think Internet speed will increase. If index is on Internet, it can change constantly. Pretty soon you're going to have a clutch of CD's as long as your arm because you want one thing from one, and something else from another. It's not very efficient way of storing, plus it's manual.

Judi: One group earlier (K-12) suggested that they need more real documents; they could use historical documents in English and history classes. These are free publications you can use to request information.

Attendee: There was a school in Minnesota---the 8 Americans of the Owejee tribe did their own research, interviewed older members of the tribe, and got the students interested. I wonder if the Bureau of Indian Affairs would have some info. Are diaries available?

Judi: If you have an idea for a project, call the archivist who's most closely related to that topic. Archivist can't do the research, but can guide you. Maybe schools need a subscription to archives for the copying services so that teachers don't have to pay for it themselves.

Steve: If you are making progress, check with Kansas City, which is the closest regional Archives office.

Judi: If you had access to indexes on-line, from where would you use them?

Attendees: From school, home, library. Teachers work at night; need access at home. Communications is a problem in rural America because we don't have toll-free lines. In Norfolk, we're setting up lines in the school---can't grant use for homes. One thing I see changing is that communications will be based on time, not mileage. Now we pay a penalty for being at a distance.

Judi: What I'm hearing is that you really need them in public places like libraries and schools so that people

can download a photo, for example, take it home and use it.

Attendee: What about publications, and newspapers like NY Times, Washington Post --- are they part of the archives?

Judi: No; there has to be a tie-in with government. I think Federal Register would be important to you. Index is on-line. You can subscribe to electronic version.

Attendee: Our business is affected by things in the Federal Register, but we usually wait for someone to send us a picture of it. We won't pay $400 for subscription.

Judi: You would want your material electronic, but would Mike's history students need paper copies? If indexes were available on-line, how would you want it?

Attendees: Immediate download! If I don't have it now, I move onto another project. My generation is used to having something to hold in your hand---it's not legitimate enough on the screen. The kids do NOT have that kind of holdback. They've accepted TV since the day they were born; they can look at something on screen and believe. It's not less trustworthy on the screen. Remember the digital revolution to have a paperless society? We have more paper now than ever before. I think that will change. To design a system to provide paper defeats on-line.

Judi: If you had to order material, how do you want it?

Attendee: But where WOULDN'T you have computers? We say scan it once, and then photocopy it 8,000 times if necessary. It needs to be automated. Why go through manpower of mailing, postage, etc. if you can get it electronically?

Judi: Scanning on demand means you're in a queue. How long will you wait? It's useful to know what your real times are.

Attendee: Depends on what you need. In genealogy, you know that research is not a fast process, so you don't expect to get instant results from archives, either. In a school situation, 24 or 48 hours is important. Scanning fees cannot be ignored.

Judi: What I'm hearing is that Archives shouldn't worry about sending things overnight or express---you really want it electronically immediately.

Steve: How about photos?

Attendees: Scanned photos generally acceptable---almost never need actual glossy photograph. If we don't need glossy print, then that should drive Archives to develop better and higher resolutions for electronic photos. There's no reason why we should get photos at 2400 dots per minute.

Attendee: Can Archives target specific projects to put on-line and make available to everyone, for example educational programs? Teachers would prepare certain information and share it with others.

Judi: There's some very structured material developed---such as Thomas Jefferson.

Attendee: How do you store it so it can be used again? Enough room? CD-ROMS are too small and too slow. I like to download info on a laser disk---which I can then mail to someone. Just now coming on-line. Spent $200-$300 for disk---works like hard drive. Hewlett Packard makes them.

Judi: If you had one idea that you could give to Archives, what would it be?

Attendees: (1) Archives should be selective about what they digitize---they should spend time on applications that are broad enough to justify cost. Rather see good system that's selective than a system with everything

that nobody uses. If everything is on-line, how do you sort it down to what you need? I think private industry can serve this purpose too. I don't want to see the federal government be in competition with private industry. My company in Norfolk can offer statistics to thousands of people---perhaps at a higher cost. I don't want Big Brother doing everything. Let Archives handle the federal government and let private industry serve the rest of it. (2) As a genealogist, I'd like to be able to retrieve information from home. (3) Climate, national weather records desirable. Also, if teachers have a successful use of a subject, there would be a way they could share that.

Steve: Whatever people download---should that be accessible to public view? If the Washington Post is the only one using pictures, should the pictures be removed from on-line?

Attendee: There's no point in having on-line access to things that aren't used frequently; that's a bad use of computer resources. It should be stored, but not thrown away. There should be some standard: this is worth keeping, or not worth keeping.

Judi: How important to you is it that Archives has a complete index?

Attendee: Could potentially be important. There are things hidden---like the U.S. soldier who married a German woman in Germany 30 years ago, but couldn't take her back to the U.S. A special law was passed so she could come here. The man recently saw the law for the first time.

Judi: How comfortable will you be with citations? When the student does a search for the word, it will pose some interesting questions. Will the student read enough of the material?

Attendees: The information I've used lists citations at the beginning. Who's paying for these 18 million new Internet users every month? In Nebraska, 12 ESU's pay for it. Government funds only 10 percent of Internet; rest funded by users. I guess the NSF backbone will cease to exist within the year; it will all be taken on by private carriers. There's big concern that in the future there will be a charge per message---50 cents?---that's just a number out of the air. That's a big issue---will it be per usage base, or set fee?

It's mind-numbing to me---I was talking to Moscow to get info where my daughter's going. Somebody's got to pay [for that call]. It's a great system but I wonder if someday it will come to a halt when they say "We've got 500 million users and we can't afford to do this anymore." I can use Internet to do business with customers in India or Germany---and do it cheaper than using FAX machines.

Judi: If you have questions or requests, we'll pass them on to the appropriate people.

END.

Appendix K: Data from Questionnaires

Question 1: What place(s) would be convenient for you to electronically search for or receive National Archives information?

Convenient place for searching and receiving electronically	Checked this item	Did not check this item
public library	155 (63.5%)	89 (36.5%)
school	100 (41.0%)	144 (59.0%)
community center	19 (7.8%)	225 (92.2%)
office	135 (55.3%)	109 (44.7%)
home	131(53.7%)	113 (46.3%)
other *	23 (9.4%)	221 (90.6%)

*No list from Survey Research

Place	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
public library	37.5	86.4	38.7	54.3	46.2	83.3	75.6	76.9	33.3	66.7
school	00.0	22.7	51.6	89.1	30.8	41.7	28.9	07.7	33.3	44.4
community center	00.0	13.6	03.2	06.5	07.7	25.0	04.4	07.7	00.0	11.1
office	81.3	20.5	83.9	34.8	92.3	91.7	48.9	53.8	100	72.2
home	18.8	68.2	45.2	67.4	69.2	58.3	44.4	61.5	16.7	44.4
other	06.3	09.1	06.5	00.0	00.0	08.3	22.2	30.8	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 2: How do you search for information?

How do you search for information?	Checked this item	Did not check this item
personal names or titles	172 (70.5%)	72 (29.5%)
place names/geographic areas	138 (56.6%)	106 (43.4%)
names of Federal Agencies	81 (33.2%)	163 (66.8%)
time frame	107 (43.9%)	137 (56.1%)
subjects/events	191 (78.3)	53 (21.7%)
names of organizations	101 (41.4)	143 (58.6%)

Note: one individual wrote in "social security number"

Access Points	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
persons, titles	81.3	88.6	77.4	73.9	30.8	41.7	71.1	61.5	66.7	50.0
places, areas	06.3	75.0	51.6	54.3	23.1	50.0	71.1	38.5	100	61.1
Federal Agencies	06.3	20.5	32.3	23.9	61.5	41.7	48.9	38.5	66.7	33.3
time frame	37.5	59.1	48.4	30.4	30.8	25.0	55.6	30.8	33.3	44.4
subject/events	37.5	54.5	80.6	95.7	92.3	83.3	86.7	84.6	66.7	88.9
organizations	43.8	31.8	35.5	28.3	38.5	58.3	57.8	46.2	66.7	44.4

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 3: What kind(s) of information services from the National Archives would be most useful to you if available electronically? Indicate priority by rating each item as High, Medium, or Low.

Kinds of Information Services	High	Medium	Low	No Answer
Getting started / How to locate information or records and services available through NARA	197 (82.8%)	33 (13.9%)	8 (3.4%)	6
Public calendar of events	17 (7.5%)	78 (34.5%)	131 (58.0%)	18
Information about NARA facilities (overview of holdings, hours, location, etc.)	69 (29.5%)	114 (48.7%)	51 (21.8%)	10
Information about records and related materials held by NARA	183(76.3%)	53 (22.1%)	4 (1.7%)	4
Copies of actual documents held by NARA	158 (66.1%)	73 (30.5%)	8 (3.3%)	5
NARA sponsored workshops or training	45 (19.3%)	127 (54.5%)	61 (26.2%)	11
On-line ordering of records or publications	162 (69.2%)	63 (26.9%)	9 (3.8%)	10
Information about other Federal Agencies	68 (29.7%)	119 (52.0%)	42 (18.3%)	15
Information about records created or held by other Federal Agencies	101 (43.0%)	115 (48.9%)	19 (8.1%)	9

Kinds of Information Services of High Priority	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
getting started	86.7	78.0	73.3	87.0	84.6	91.7	84.4	69.2	100	88.2
calendar of events	00.0	05.4	13.8	08.9	00.0	08.3	00.0	08.3	00.0	31.3
NARA facilities	53.3	40.5	24.1	23.9	30.8	16.7	18.2	50.0	00.0	37.5
finding aids	68.8	83.7	66.7	71.7	84.6	75.0	84.4	69.2	66.7	75.0
copies of holdings	75.0	83.7	61.3	71.7	46.2	25.0	75.0	66.7	50.0	31.3
workshops/training	20.0	35.7	13.3	23.9	07.7	08.3	13.6	00.0	00.0	28.6
on-line ordering	73.3	69.0	73.3	75.6	61.5	83.3	61.4	58.3	60.0	68.8
info re Fed Agencies	28.6	16.2	23.3	23.9	61.5	33.3	39.5	41.7	33.3	25.0
info re records of other Fed Agencies	53.3	36.6	40.0	37.0	61.5	58.3	43.2	41.7	66.7	37.5

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 4: The National Archives has records and related materials documenting the legislative, judicial, and executive branches of the Federal government. Which of the following would be most useful to you? (Circle as many as apply.)

Useful Records and Materials	Historical No	Historical Yes	Current No	Current Yes
Information related to:				
The Presidency	151 (61.9%)	93 (38.1%)	151 (61.9%)	93 (38.1%)
Congress	141 (57.8%)	103 (42.2%)	129 (52.9%)	115 (47.1%)
Federal Regulations and Laws, including the Federal Register	97 (39.8%)	147 (60.2%)	77 (31.6%)	167 (68.4%)
Federal Courts	150 (61.5%)	94 (38.5%)	150 (61.5%)	94 (38.5%)
Agency Records:				
Agriculture	145 (59.4%)	99 (40.6%)	144 (59.0%)	100 (41.0%)
Commerce	179 (73.4%)	65 (26.6%)	166 (68.0%)	78 (32.0%)
Defense	177 (72.5%)	67 (27.5%)	178 (73.0%)	66 (27.0%)
Education / Culture	98 (40.2%)	146 (59.8%)	95 (38.9%)	149 (61.1%)
Energy	193 (79.1%)	51 (20.9%)	174 (71.3%)	70 (28.7%)
Health & Human Services	166 (68.0%)	78 (32.0%)	148 (60.7%)	96 (39.3%)
Housing & Urban Services	204 (83.6%)	40 (16.4%)	196 (80.3%)	48 (19.7%)
Justice / Law Enforcement	176 (72.1%)	68 (27.9%)	165 (67.6%)	79 (32.4%)
Labor	190 (77.9%)	54 (22.1%)	178 (73.0%)	66 (27.0%)
Maritime	211 (86.5%)	33 (13.5%)	211 (86.5%)	33 (13.5%)
Postal Service	214 (87.7%)	30 (12.3%)	211 (86.5%)	33 (13.5%)
Public Lands, Parks, & Environment	140 (57.4%)	104 (42.6%)	136 (55.7%)	108 (44.3%)
Science & Technology	148 (60.7%)	96 (39.3%)	126 (51.6%)	118 (48.4%)
State/Foreign Relations	187 (76.6%)	57 (23.4%)	179 (73.4%)	65 (26.6%)
Transportation	185 (75.8%)	59 (24.2%)	184 (75.4%)	60 (24.6%)
Treasury/Revenue/Finance	195 (79.9%)	49 (20.1%)	183 (75.0%)	61 (25.0%)
Records of Individuals				
Genealogy	96 (39.3%)	148 (60.7%)	114 (46.7%)	130 (53.3%)
Military Service Records	129 (52.9%)	115 (47.1%)	147 (60.2%)	97 (39.8%)

Ethnic Heritage: Native American	189 (77.5%)	55 (22.5%)	196 (80.3%)	48 (19.7%)
Ethnic Heritage: Other *	213 (87.3%)	31 (12.7%)	221 (90.6%)	23 (9.4%)

* Historical Records: Other = Jewish Nebraska and Iowa, Foreign/Immigration, Immigration, Irish-English, All of the above (3), Both Black and Caucasian for the wars, Ethnic information, Caucasian, African-Americans (2), Immigration all ports 1800-1950, German (2), Czech, British Isles, North European, Mexican American, All Ethnic, Important Ethnic leaders - women too please, Latino, European, Immigration Records - Ellis Island

* Current Records: Other = Jewish Nebraska and Iowa, German-Russian (Volga), Foreign Immigration, Hispanic American, Caucasian, African-Americans (3), North European, Mexican American, Asian American, European

Useful **Historical** Records and Materials	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
Information related to:										
The Presidency	25.0	04.5	35.5	76.1	30.8	25.0	55.6	23.1	16.7	27.8
Congress	25.0	13.6	35.5	67.4	38.5	58.3	60.0	15.4	33.3	44.4
Federal Regulations and Laws	68.8	40.9	64.5	60.9	69.2	91.7	57.8	53.8	66.7	72.2
Federal Courts	18.8	43.2	25.8	52.2	30.8	50.0	44.4	15.4	16.7	38.9
Agency Records:										
Agriculture	12.5	27.3	41.9	39.1	23.1	58.3	46.7	100	83.3	27.8
Commerce	06.3	09.1	29.0	26.1	30.8	58.3	48.9	15.4	16.7	16.7
Defense	62.5	15.9	12.9	39.1	23.1	16.7	35.6	07.7	16.7	27.8
Education / Culture	12.5	50.0	71.0	82.6	69.2	41.7	62.2	30.8	50.0	72.2
Energy	00.0	02.3	16.1	32.6	15.4	33.3	33.3	15.4	33.3	27.8
Health & Human Services	25.0	22.7	29.0	32.6	53.8	50.0	35.6	07.7	00.0	55.6
Housing & Urban Services	06.3	06.8	12.9	19.6	15.4	33.3	28.6	00.0	00.0	22.2
Justice / Law Enforcement	12.5	13.6	16.1	41.3	23.1	41.7	37.8	23.1	00.0	44.4
Labor	06.3	09.1	35.5	23.9	23.1	41.7	31.1	07.7	00.0	22.2
Maritime	12.5	09.1	06.5	19.6	15.4	08.3	17.8	00.0	16.7	22.2
Postal Service	12.5	15.9	06.5	17.4	15.4	00.0	15.6	07.7	00.0	05.6
Public Lands, Parks, & Environment	12.5	36.4	35.5	54.3	15.4	25.0	55.6	38.5	100	50.0
Science & Technology	00.0	136	48.4	63.0	30.8	50.0	46.7	46.2	33.3	38.9
State/Foreign Relations	12.5	09.1	25.8	39.1	23.1	25.0	33.3	00.0	00.0	22.2
Transportation	00.0	25.0	12.9	30.4	15.4	33.3	33.3	30.8	16.7	22.2
Treasury/Revenue / Finance	12.5	04.5	19.4	21.7	15.4	25.0	33.3	07.7	16.7	38.9
Records of Individuals										
Genealogy	37.5	90.9	48.4	60.9	53.8	33.3	71.1	46.2	50.0	58.9
Military Service Records	93.8	84.1	12.9	34.8	07.7	33.3	53.3	38.5	50.0	33.3

Ethnic Heritage: Native American	18.8	20.5	16.1	19.6	00.0	00.0	37.8	23.1	16.7	44.4
Ethnic Heritage: Other	00.0	34.1	03.2	08.7	00.0	00.0	15.6	00.0	00.0	22.2

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law; and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Useful Current Records and Materials	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
Information related to:										
The Presidency	31.3	04.5	32.3	71.7	23.1	33.3	57.8	38.5	16.7	22.2
Congress	25.0	15.9	38.7	69.6	61.5	66.7	64.4	53.8	16.7	38.9
Federal Regulations and Laws	62.5	29.5	67.7	78.3	92.3	100	73.3	84.6	83.3	77.8
Federal Courts	31.3	20.5	25.8	58.7	30.8	58.3	48.9	23.1	16.7	44.4
Agency Records:										
Agriculture	12.5	15.9	38.7	47.8	38.5	66.7	51.1	92.3	83.3	22.2
Commerce	06.3	06.8	38.7	37.0	30.8	83.3	51.1	38.5	00.0	16.7
Defense	68.8	06.8	12.9	47.8	23.1	25.0	28.9	23.1	16.7	16.7
Education / Culture	12.5	36.4	74.2	95.7	76.9	50.0	62.2	38.5	33.3	72.2
Energy	00.0	04.5	16.1	52.2	15.4	33.3	46.7	30.8	33.3	33.3
Health & Human Services	31.3	13.6	38.7	54.3	53.8	33.3	51.1	30.8	00.0	55.6
Housing & Urban Services	12.5	02.3	16.1	26.1	15.4	33.3	33.3	23.1	00.0	22.2
Justice / Law Enforcement	25.0	09.1	16.1	58.7	23.1	33.3	44.4	23.1	00.0	50.0
Labor	06.3	04.5	35.5	37.0	23.1	41.7	37.8	38.5	00.0	27.8
Maritime	12.5	02.3	06.5	23.9	15.4	08.3	13.3	23.1	16.7	22.2
Postal Service	06.3	06.8	09.7	23.9	15.4	00.0	15.6	23.1	00.0	16.7
Public Lands, Parks, & Environment	18.8	25.0	35.5	60.9	15.4	25.0	62.2	53.8	100	50.0
Science & Technology	06.3	18.2	41.9	82.6	38.5	66.7	60.0	53.8	33.3	50.0
State/Foreign Relations	12.5	06.8	22.6	52.2	15.4	16.7	37.8	30.8	00.0	22.2
Transportation	00.0	15.9	22.6	39.1	15.4	41.7	24.4	30.8	16.7	27.8
Treasury/Revenue / Finance	12.5	04.5	25.8	37.0	15.4	33.3	33.3	30.8	16.7	33.3
Records of Individuals										
Genealogy	31.3	79.5	38.7	56.5	38.5	33.3	60.0	46.2	50.0	38.9

Military Service Records	81.3	65.9	06.5	34.8	07.7	25.0	42.2	38.5	50.0	33.3
Ethnic Heritage: Native American	12.5	13.6	12.9	21.7	07.7	00.0	31.1	23.1	16.7	38.9
Ethnic Heritage: Other	00.0	22.7	03.2	10.9	00.0	00.0	11.1	00.0	00.0	11.1

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 5: Please circle up to 3 types of records or documents you would like to have available for on-line computer access.

Types of records or documents on-line	No	Yes
written (textual) documents	22 (9.0%)	222 (91.0%)
photographs	95 (38.9%)	149 (61.1%)
motion pictures / video	189 (77.5%)	55 (22.5%)
maps	128 (52.5%)	116 (47.5%)
architectural drawings	237 (97.1%)	7 (2.9%)
audio-sound recordings	206 (84.4%)	38 (15.6%)
data sets	166 (68.0%)	78 (32.0%)
images of museum objects	213 (87.3%)	31 (12.7%)
other *	242 (99.2%)	2 (.8%)

*The following was written as other on questionnaires: "death information on people; depends upon content"

Document Type	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
written / textual	100	95.5	87.1	87.0	92.3	83.3	100	100	66.7	72.2
photographs	62.5	72.7	41.9	87.0	38.5	33.3	62.2	53.8	50.0	38.9
motion pictures	25.0	09.1	16.1	45.7	15.4	25.0	11.1	30.8	00.0	38.9
maps	37.5	77.3	29.0	37.0	30.8	33.3	51.1	30.8	100	50.0
architectural drawings	06.3	02.3	03.2	00.0	07.7	00.0	02.2	00.0	00.0	11.1
audio recordings	18.8	06.8	29.0	02.2	15.4	33.3	17.8	23.1	16.7	22.2
data sets	18.8	25.0	38.7	21.7	46.2	50.0	31.1	46.2	33.3	44.4
images of museum objects	00.0	06.8	12.9	28.3	15.4	08.3	08.9	00.0	16.7	16.7
other	00.0	02.3	00.0	00.0	00.0	08.3	00.0	00.0	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 6: For whom do you usually search for information?

Search for	Self	Others	Both
	100 (41.2%)	95 (39.1%)	48 (19.8%)

Search for	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
Self	25.0	56.8	54.8	42.2	46.2	33.3	08.9	76.9	16.7	55.6
Others	68.8	15.9	19.4	46.7	23.1	33.3	71.1	15.4	50.0	33.3
Both	06.3	27.3	25.8	11.1	30.8	33.3	20.0	07.7	33.3	11.1

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 7: For what purpose(s) might you or your customers need information from the National Archives? (Check and circle as many as apply.)

Purposes for Information	No	Yes	Sub-group No	Sub-group Yes
To supplement teaching materials	88 (36.1%)	156 (63.9%)		
for elementary school			*92 (59.0%)*	*64 (41.0%)*
for middle school			*84 (53.8%)*	*72 (46.2%)*
for secondary school			*71 (45.5%)*	*85 (54.5%)*
for undergraduate teaching			*90 (57.7%)*	*66 (42.3%)*
for graduate teaching			*92 (59.0%)*	*64 (41.0%)*
for adult education teaching			*85 (54.5%)*	*71 (45.5%)*
To do school assignments	120 (49.2%)	124 (50.8%)		
for elementary school			*81 (65.3%)*	*43 (34.7%)*
for middle school			*69 (55.6%)*	*55 (44.4%)*
for secondary school			*55 (44.4%)*	*69 (55.6%)*
for undergraduate classes			*63 (50.8%)*	*61 (49.2%)*
for graduate classes			*73 (58.9%)*	*51 (41.1%)*
for adult education classes			*78 (62.9%)*	*46 (37.1%)*
To prepare publications	96 (39.3%)	148 (60.7%)		
For legal research	202 (82.8%)	42 (17.2%)		
To search for current grants and funding sources	114 (46.7%)	130 (53.3%)		
For regulatory research	190 (77.9%)	54 (22.1%)		
For business or investment opportunities	206 (84.4%)	38 (15.6%)		
To support a benefit or claim	210 (86.1%)	34 (13.9%)		
veteran			*09 (26.5%)*	*25 (73.5%)*
*other *			*30 (88.2%)*	*4 (11.8%)*
For genealogical research	125 (51.2%)	119 (48.8%)		
For local and community history	111 (45.5%)	133 (54.5%)		
For media use	190 (77.9%)	54 (22.1%)		
radio			*37 (68.5%)*	*17 (31.5%)*
newspaper			*29 (53.7%)*	*25 (46.3%)*
magazine			*41 (75.9%)*	*13 (24.1%)*

TV			*35 (64.8%)*	*19 (35.2%)*
other **			*47 (87.0%)*	*07 (13.0%)*
For personal interest or enrichment ***	180 (73.8%)	64 (26.2%)		
Other ****	238 (97.5%)	6 (2.5%)		

Note: These are the responses written in on the questionnaires.
* ??? daughter, widows of vets

** speeches and program, cable, multimedia, on-line resource enrichment

*** atomic bomb development before 1945, rocket development after 1945, American heritage, historical records, educational, genealogy, weather, ASA, trades and consumer patterns, Lewis and Clark expedition, maps, historical information, literature, music, theater, diaries, cartoons (political), slave records and genealogy, family history and local migration routes with associated journals, historical interests, to write historical articles and books, multi-cultural education support, regional (Great Plains) immigration information, work on Master/Doctoral theses

**** lesson plan development/unit development, historical site (tourist information), for industry comparisons, classroom research, background for legislation

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Purposes for Info	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
For teaching	31.3	29.5	87.1	97.8	53.8	50.0	77.8	38.5	33.3	61.1
elementary school	*20.0*	*46.2*	*03.7*	*55.6*	*42.9*	*66.7*	*42.9*	*20.0*	*100*	*54.5*
middle school	*20.0*	*23.1*	*07.4*	*71.1*	*42.9*	*33.3*	*60.0*	*20.0*	*100*	*45.5*
secondary school	*20.0*	*38.5*	*11.1*	*93.3*	*42.9*	*33.3*	*62.9*	*20.0*	*100*	*36.4*
undergraduate	*20.0*	*38.5*	*85.2*	*13.3*	*42.9*	*33.3*	*60.0*	*00.0*	*100*	*27.3*
graduate	*40.0*	*23.1*	*70.4*	*24.4*	*71.4*	*16.7*	*45.7*	*00.0*	*100*	*45.5*
adult education	*60.0*	*61.5*	*40.7*	*20.0*	*71.4*	*16.7*	*57.1*	*60.0*	*100*	*81.8*
To do assignments	25.0	22.7	71.0	78.3	23.1	33.3	75.6	30.8	33.3	27.8
elementary school	*00.0*	*30.0*	*04.5*	*50.0*	*33.3*	*75.0*	*26.5*	*75.0*	*100*	*60.0*
middle school	*00.0*	*30.0*	*13.6*	*72.2*	*33.3*	*50.0*	*41.2*	*25.0*	*100*	*60.0*
secondary school	*00.0*	*40.0*	*13.6*	*86.1*	*33.3*	*50.0*	*61.8*	*50.0*	*100*	*60.0*
undergraduate	*50.0*	*50.0*	*72.7*	*08.3*	*33.3*	*50.0*	*82.4*	*25.0*	*100*	*20.0*
graduate	*00.0*	*30.0*	*81.8*	*13.9*	*100*	*25.0*	*52.9*	*00.0*	*100*	*20.0*
adult education	*50.0*	*40.0*	*22.7*	*16.7*	*33.3*	*50.0*	*67.6*	*00.0*	*100*	*20.0*
For publications	37.5	61.4	77.4	43.5	76.9	66.7	68.9	53.8	83.3	55.6
For legal research	31.3	09.1	06.5	17.4	23.1	41.7	15.6	15.4	33.3	22.2
For grants / funding	18.8	27.3	61.3	69.6	61.5	66.7	66.7	38.5	16.7	66.7
For regulatory work	12.5	04.5	16.1	15.2	46.2	66.7	37.8	00.0	33.3	27.8
Business/Invest	00.0	06.8	06.5	15.2	07.7	41.7	37.8	15.4	00.0	05.6
Benefit or claim	87.5	18.2	03.2	04.3	07.7	08.3	13.3	00.0	00.0	05.6
veteran	*100*	*62.5*	*00.0*	*100*	*00.0*	*100*	*50.0*	*00.0*	*00.0*	*00.0*
other	*07.1*	*25.0*	*00.0*	*00.0*	*00.0*	*00.0*	*16.7*	*00.0*	*00.0*	*00.0*
Genealogical work	31.3	95.5	41.9	41.3	07.7	16.7	66.7	30.8	16.7	11.1
Local history	25.0	86.4	35.5	58.7	15.4	50.0	64.4	30.8	33.3	55.6
Media use	18.8	11.4	22.6	19.6	23.1	41.7	26.7	07.7	16.7	44.4
radio	*66.7*	*00.0*	*14.3*	*22.2*	*33.3*	*40.0*	*50.0*	*100*	*00.0*	*25.0*
newspaper	*100*	*40.0*	*71.4*	*33.3*	*00.0*	*40.0*	*66.7*	*100*	*00.0*	*12.5*
magazine	*00.0*	*00.0*	*42.9*	*22.2*	*00.0*	*20.0*	*33.3*	*100*	*100*	*12.5*
TV	*33.3*	*00.0*	*28.6*	*22.2*	*66.7*	*40.0*	*41.7*	*100*	*00.0*	*50.0*
other	*00.0*	*00.0*	*14.3*	*11.1*	*33.3*	*40.0*	*08.3*	*00.0*	*00.0*	*12.5*
Enrichment/Interest	12.5	27.3	16.1	39.1	23.1	08.3	33.3	23.1	16.7	22.2
Other	00.0	00.0	00.0	04.3	00.0	00.0	02.2	15.4	16.7	00.0

Question 8: In what format(s) would you want information or copies of records from the National Archives?

In what format(s) is information needed?	No	Yes
printed publications	116 (47.5%)	128 (52.5%)
photocopies	101 (41.4%)	143 (58.6%)
photographs	158 (64.8%)	86 (35.2%)
CD-ROM	119 (48.8%)	125 (51.2%)
microforms	202 (82.8%)	42 (17.2%)
on-line	62 (25.4%)	182 (74.6%)
other *	239 (98.0%)	5 (2.0%)

* laser disk - levels I and III, text on diskettes not CD-ROM, FAX (2), Audio/Video Tapes

Formats needed:	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
printed publications	37.5	61.4	38.7	43.5	53.8	25.0	62.2	61.5	100	61.1
photocopies	75.0	84.1	41.9	43.5	15.4	58.3	71.1	61.5	66.7	44.4
photographs	37.5	50.0	12.9	34.8	07.7	25.0	48.9	30.8	50.0	27.8
CD-ROM	18.8	61.4	29.0	65.2	69.2	75.0	55.6	30.8	16.7	44.4
microforms	06.3	40.9	16.1	04.3	07.7	08.3	28.9	00.0	00.0	05.6
on-line	62.5	65.9	93.5	80.4	100	83.3	71.1	61.5	66.7	55.6
other	00.0	00.0	00.0	04.3	00.0	16.7	02.2	00.0	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 9: How would you like this information or copies of records delivered to you?

What delivery method	No	Yes
FAX	122 (50.0%)	122 (50.0%)
Computer (on-line)	50 (20.5%)	194 (79.5%)
Overnight or 2nd day express	203 (83.2%)	41 (16.8%)
COD	235 (96.3%)	9 (3.7%)
First class mail	93 (38.1%)	151 (61.9%)
Other *	237 (97.1%)	7 (2.9%)

* Third or 4th class mail to reduce postage cost, cheap version best for everyone, library rate mail, phone (pre-recorded messages), ability to download

Delivery method	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
FAX	37.5	43.2	38.7	43.5	46.2	58.3	62.2	53.8	50.0	77.8
Computer (on-line)	68.8	70.5	93.5	87.0	92.3	91.7	80.0	69.2	66.7	61.1
Overnight/2nd day	00.0	13.6	12.9	19.6	15.4	16.7	26.7	15.4	16.7	16.7
COD	00.0	09.1	00.0	00.0	06.7	00.0	06.7	00.0	00.0	05.6
First class	75.0	86.4	45.2	47.8	46.2	50.0	64.4	84.6	83.3	44.4
Other	06.3	00.0	00.0	04.3	00.0	00.0	04.4	07.7	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 10: What technologies are you currently using? Please circle all that you use.

What technologies are you currently using?	No	Yes
CD-ROM	103 (42.2%)	141 (57.8%)
FAX	46 (18.9%)	198 (81.1%)
Computer as a word processor	29 (11.9%)	215 (88.1%)
Computer with a modem	66 (27.0%)	178 (73.0%)
Macintosh	172 (70.5%)	72 (29.5%)
PC without windows	172 (70.5%)	72 (29.5%)
PC with windows	122 (50.0%)	122 (50.0%)
PC with windows and a sound card	197 (80.7%)	47 (19.3%)
Scanner	170 (69.7%)	74 (30.3%)
None	241 (98.8%)	3 (1.2%)
Other *	226 (92.6%)	18 (7.4%)

* color, typewriter, FTP, interactive video, internet (6), levels I and III video laser discs with text and graphics, digital cameras, laser disk with PC (2), network, telephone for satellite up-link and down-link, photo-CD, direct on-line (WAN to Internet)

Technology in use	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
CD-ROM	18.8	47.7	67.7	78.3	76.9	66.7	68.9	15.4	50.0	33.3
FAX	62.5	47.7	90.3	78.3	100	100	95.6	92.3	100	94.4
Computer-word processor	75.0	75.0	96.8	97.8	92.3	100	91.1	69.2	100	83.3
Computer with a modem	56.3	47.7	83.9	80.4	92.3	83.3	84.4	61.5	100	61.1
Macintosh	12.5	06.8	35.5	73.9	15.4	16.7	22.2	38.5	16.7	11.1
PC no windows	18.8	18.2	19.4	23.9	61.5	33.3	46.7	30.8	33.3	27.8
PC with windows	37.5	47.7	48.4	34.8	61.5	58.3	60.0	53.8	83.3	55.6
PC with windows and sound card	12.5	22.7	22.6	17.4	07.7	25.0	31.1	00.0	00.0	11.1
Scanner	06.3	13.6	45.2	54.3	30.8	58.3	28.9	00.0	33.3	11.1
None	06.3	04.5	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
Other	06.3	02.3	09.7	15.2	00.0	08.3	08.9	00.0	00.0	05.6

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 11: Do you use the following? Please circle all that you use.

Do you use	No	Yes
E-mail	98 (40.2%)	146(59.8%)
on-line searching	95 (38.9%)	149 (61.1%)
electronic bulletin board(s)	123 (50.4%)	121 (49.6%)
Internet	111 (45.5%)	133 (54.5%)
commercial on-line services	187 (76.6%)	57 (23.4%)
other *	235 (96.3%)	9 (3.7%)

*Bitnet, CD ROM database, Hum Net, Local library - mail, Nebraska On-line, None

Use	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10
E-mail	43.8	15.9	87.1	78.3	84.6	75.0	71.1	38.5	66.7	44.4
on-line searching	43.8	38.6	80.6	76.1	61.5	75.0	71.1	38.5	33.3	50.0
electronic BB	25.0	31.8	71.0	60.9	69.2	66.7	53.3	30.8	50.0	27.8
Internet	18.8	29.5	77.4	71.7	76.9	66.7	57.8	46.2	50.0	38.9
commercial on-line services	12.5	13.6	25.8	28.3	53.8	25.0	31.1	07.7	00.0	16.7
other	06.3	02.3	03.2	02.2	15.4	00.0	04.4	07.7	00.0	00.0

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

Question 12: Have you ever visited a National Archives facility?

Question 13: Have you ever called or written to a National Archives facility for information?

Question 14: Have you attended any of the Electronic Access Study discussion group sessions that were held in Nebraska in June and July (1994) with National Archives staff?

Contact with a National Archives Facility	Yes	No
visited a facility	109 (44.9%)	134 (55.1%)
called or written a facility	103 (42.4%)	140 (57.6%)
attended discussion group, summer 1994	142 (59.4%)	97 (40.6%)

Contact with National Archives	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G10	all
Previously called or wrote and attended NARA presentation	9	28	10	9	8	4	29	1	0	0	98
No previous contact but attended NARA presentation	4	4	6	19	0	5	1	2	2	2	45
Previously called or wrote but did not attend NARA presentation	2	11	12	8	1	0	10	5	0	8	57
No previous contact and did not attend NARA presentation	1	1	3	10	4	3	5	5	4	8	44
Totals	16	44	31	46	13	12	45	13	6	18	244

Note: G 1 = veterans, G 2 = local and family historians, G 3 = post secondary educators, G 4 = K-12, G 5 = government employees, G 6 = business, economics, law, and other professionals, G 7 = information service providers, G 8 = agriculturalists, G 9 = environmentalists, G 10 = others in the general population

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